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ABSTRACT

The image and reputation of General College (GC) of the University of Minnesota was studied in 1981 through telephone interviews of 619 students, faculty, and counselors. Eighty-six percent of GC students, 87 percent of the university counselors, and 63 percent of high school counselors rated GC as very important. Seventy-seven percent of GC students said that they would attend GC again if they had it to do over; reasons for this view included the supportive environment, specific GC programs or courses, the use of GC as a stepping stone to other colleges, and the openness of GC to students with poor scholastic records or inadequate backgrounds. Despite the basically positive views toward the college, 44 percent of GC students said that GC has a negative reputation on campus, and 59 percent said that others looked down on GC students. While most students in the other colleges said that they personally saw GC as fairly or very important, they also concurred that most students on campus look down on GC students and that GC has a negative reputation. Faculty tended to be less certain than were the students about the negative reputation of GC on campus, and generally assigned somewhat lower ratings concerning the importance of GC than did the students. All surveyed groups except GC students, saw GC students as having less academic ability than other university students. Both groups of counselors tended to be positive toward GC and to see it as having a distinctive and important role; many respondents commented on the need for more informational and public relations efforts from GC. A questionnaire and comments by respondents arranged by department are appended. (SW)

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The Image and Reputation of General College:
A Survey of the University Community

Ronald Matross, Ed Mack, and Carol Gersmehl

Student Life Studies and Planning

University of Minnesota

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SUMMARY AND OVERVIEW

At the request of the Dean's Office of General College, Student Life Studies and Planning conducted a study of the image and reputation of General College at the University of Minnesota. Between May 22 and June 8, 1981, 619 students, faculty and counselors were interviewed by telephone concerning their perceptions and opinions of General College. The groups sampled were General College students, counselors from various counseling offices on campus, counselors from selected metropolitan high schools, and students and faculty from the School of Management, the College of Education, the School of Nursing, the College of Liberal Arts, and the College of Home Economics. Key findings of the study include the following:

- When asked how important it was to have a school like General College on the Twin Cities campus, a plurality of respondents said it was very important. Two groups who should know the most about General College, GC students themselves and college counselors, assigned the highest importance ratings. Eighty six percent of the GC students and 87% of the University counselors rated GC as very important. Among high school counselors, another group who might be expected to be well acquainted with General College, 63% assigned very important ratings.
- Most General College students gave their school high marks. Besides saying that it was very important to have the school at the University, some 77% said that they would attend GC again

if they had it to do over. This proportion compares favorably with the 75% of University graduates who said they would attend the University again in a previous follow-up study.

- Those GC students who said that they would choose GC again cited a number of reasons for this view, including a supportive environment, specific GC programs or courses, the use of GC as a stepping stone to other colleges, and the openness of GC to students with poor scholastic records or inadequate backgrounds.
- Despite their basically positive views toward their college, many GC students believed that others on campus do not understand or appreciate GC. A plurality of GC students (44%) said that General College has a negative reputation on campus, and a majority (59%) said that other students looked down on GC students.
- Other students tended to confirm the beliefs of GC students. While most students in the other colleges said that they personally saw GC as fairly or very important, they also concurred that most students on campus look down on GC students and that GC has a negative reputation.
- Faculty tended to be less certain than were the students about the negative reputation of GC on campus. However, they also were less certain about the importance of GC to the campus, in that they generally assigned somewhat lower importance ratings to GC than did the students.
- All surveyed groups, except General College students, saw GC students as having less academic ability than other University students. At the same time, majorities of all the groups except GC students also did not know that General College students go onto graduate and professional school in proportions equal to students in other undergraduate colleges at the University.
- The most negative views of General College came from faculty and students in the School of Management, who gave GC the lowest importance ratings, and made the most negative comments about the school.

- Both groups of counselors tended to be positive toward GC and to see it as having a distinctive and important role. In explaining what types of students they recommended General College to, high school counselors most frequently mentioned students who for various reasons wanted to go to the University but who could not meet the admission standards of other colleges at the University. They also mentioned seeing GC as a good place for underachievers and "late bloomers."
- Many respondents commented on the need for more informational and public relations efforts from General College. This sentiment was especially strong among the high school counselors, two thirds of whom said that they had not spoken to any representatives of General College in the previous six months.

INTRODUCTION

Background

In 1982 the University of Minnesota General College will reach its 50th anniversary. As part of a larger effort to take stock and plan for the future, the General College Dean's office commissioned a study of the image of the college among students, faculty, and counselors. This is the report of that study.

General College is in a position where concern about its image is understandable and necessary. Since its beginnings it has been different from other colleges in the University. As recorded in a history of the college by Moen (1979), General College began as a vehicle for providing interdisciplinary general education to students who were not able or inclined to pursue a conventional four-year liberal arts degree. Courses were grouped into broad areas, and traditional credits were not used.

The college grew tremendously in the years following World War II as it accommodated the influx of veterans returning from the war. In response to the needs of these students, the curriculum became more diverse and in some ways more traditional. Coursework was developed more along disciplinary lines, and credits were assigned so that students could more easily transfer to other college in the University to complete four year degrees. Some purely vocational programs were also added.

In the early 1970's the college again responded to the times by heightening its concern for disadvantaged and minority students. Outreach programs in the community and support services were developed for these groups. The curriculum was further expanded with the addition of baccalaureate and certificate programs.

Throughout its evolution, General College has maintained a consistent mission as the place at the University where any high school graduate, regardless of background or past performance, can gain a University of Minnesota education. The composition of the current student body reflects that mission. The proportion of minority group students in General College in 1980 was 17.6% compared to only 4.9% in the College of Liberal Arts. The majority of students graduated in the bottom half of their high school class, and 50% graduated in the bottom third (Romano et al, 1981).

Given General College's position as part of a large, elite, research-oriented university, it is predictable that students and faculty in the College will sometimes be treated as second-class citizens. Illustrative of the concern and anger that such treatment can cause among General College faculty and students was a controversial opinion piece in the Minnesota Daily in 1975 by a General College faculty member, William Hathaway. The article asserted that the General College students were treated as the "niggers" of the campus, continually being put down and treated as inferior. In 1979 the ire of the General College was again tapped after a Daily cartoon depicted General College students as kindergarteners in a sandbox. Angry protests over the cartoon continued for several days after it was published.

In many respects the depiction of General College students as intellectually inferior reflects a lack of knowledge of the college's student body and programs. While it is true that the high school performance of the average General College student is not as high, General College students go on to graduate and professional school in about the same proportion (20%) as do other undergraduates at the University. They also enter professional-level occupations in about the same proportion as do CLA students. The list of

GC graduates who have achieved notable success after college is long and noteworthy. Through national recruiting and a "buyers' market," the credentials of the faculty have become comparable to those of faculty in other colleges at the University.

In the early 1980's the image of General College has acquired more serious implications than it has had before. The first reason for this situation is the state of the economy and impending hard times in higher education. With decreased tax revenues and expected enrollment declines, state universities are entering a period of retrenchment and increased competition for diminishing resources. General College, along with other colleges in the state, is being scrutinized from a cost/efficiency point of view. Besides General College, six community colleges in the Twin Cities area now offer two year degrees. In the fall of 1980 the Minnesota Higher Education Coordinating Board issued a report on the state's community college system calling for a reexamination of the need for General College in light of the growth of state and metro area community colleges.

Within the University itself, questions have also been raised about the need for General College bachelor degree programs when the College of Liberal Arts offers traditional B.C. degrees, and the University College offers flexible, interdisciplinary degree programs.

A second factor operating to increase the importance of the image of General College is a revisionist sentiment with regard to innovative educational programs. In the public schools this sentiment is represented by the "back to basics" movement, which stresses the teaching of fundamental academic skills using traditional methods. In the University this sentiment is expressed in the viewpoint that the University, at least on the Twin Cities campus, should

place highest priority on graduate and traditional undergraduate education for the academically talented. From this point of view, the mission of General College is not central to the mission of the Twin Cities campus.

Design and Content of the Study

These concerns formed the background for the study conducted between May 22 and June 8, 1981 and reported here. Samples from a number of groups on campus and one group off campus were surveyed on their views of General College. From on campus, telephone interviews were conducted with General College students and with students and faculty from five colleges--School of Management, Home Economics, Nursing, Education, and Liberal Arts. These colleges were chosen because many General College students transfer into them. Also included were two groups of counselors, one group from various counseling offices on campus, and the other from selected high schools in the Twin Cities area. The counselors were included because they often directly advise students and potential students about choices of programs, colleges, and majors. This is especially so with the high school counselors.

Each group was asked about their knowledge of the characteristics of General College programs and students, their view of the reputation of General College on campus, and how important it is to have General College on the Twin Cities campus. Also, the high school counselors were asked what sorts of students they would recommend to General College rather than the question about reputation. General College students were asked whether they would attend General College again if they had it to do over. All groups were asked for open-ended comments about General College.

The following pages present the findings of the survey and an analysis of these findings. Appended are a detailed description of the study methodology

(Appendix A), copies of the questionnaires used (Appendix B), and a listing of the comments about General College made by the respondents (Appendix C).

Notes: Percentages on the tables may sum to 99% or 101% due to rounding.

In most tables percentages sum across the rows.

FINDINGS

I. ASSESSMENTS OF GENERAL COLLEGE: RATINGS AND COMMENTS

IA. Perceived Importance of General College

Although the majority of respondents in all groups said that they thought it was at least fairly important to have a school like General College on the Twin Cities campus, the groups did differ in their responses to this question. Two groups who would be expected to know a great deal about General College, U of M counselors and GC students, placed the highest importance on the role of General College, with 87% and 86% respectively, saying that it was very important. High school counselors, who are in a position to influence prospective students, also gave GC a relatively high importance ranking (63% very important). The groups assigning the lowest importance ratings to General College were the faculty and students of the School of Management. In all colleges except Home Economics, the students tended to see GC as somewhat more important than did the faculty.

Table 1
In your view how important is it for the University to
have a school like General College on the Twin Cities campus?

(In Percentages)

	Very Import. (1)	Fairly Import. (2)	Slightly Import. (3)	Not Import. (4)	Total	Mean *
<u>Faculty and Staff</u>						
Counselors (N=47)	87	7	4	2	100%	1.21
Management (N=9)	33	0	56	11	100%	2.44
Education (N=29)	34	45	21	0	100%	1.86
Nursing (N=3)	67	0	0	33	100%	2.00
Liberal Arts (N=61)	43	29	15	13	100%	1.98
Home Economics (N=5)	60	40	0	0	100%	1.40
<u>Counselors</u>						
High School (N=48)	63	31	4	2	100%	1.46
<u>Students</u>						
Management (N=43)	30	38	32	0	100%	2.02
Education (N=48)	65	23	10	2	100%	1.50
Nursing (N=45)	51	46	3	0	100%	1.51
Liberal Arts (N=89)	43	39	14	4	100%	1.80
Home Economics (N=44)	50	34	11	5	100%	1.70
General College (N=128)	86	10	3	1	100%	1.19

*Lower means indicate greater importance.

IB. Would Students Attend GC Again?

When asked whether they would go to GC again if they had it to do over, 77% of the GC students said that they would. This figure is comparable to the 75% of all University graduates who said that they would attend the University again in a follow-up study of 1977 and 78 graduates. Those who said that they would go to General College again cited four main reasons: (1) the supportive environment in General College, (2) Inadequacies in their own background, (3) their view of GC as a useful stepping stone to other colleges, and (4) the particular programs and courses offered by GC. Among those who said they would not attend again, the primary reasons for this view were their preference for CLA or some other college, and their view that the courses in GC are too easy.

Table 2a

If you had it to do over again, would you go to General College? (Asked of G.C. students only).

Yes	99	77%
No	26	20%
Don't Know	4	3%
	<u>129</u>	<u>100%</u>

Table 2b

Reasons for Choosing or Not Choosing General College Again

	<u>N</u>	<u>%</u>
Yes--supportive environment	20	16
Yes--other	19	15
Yes--stepping stone	18	14
Yes--background inadequate	18	14
Yes--programs, courses	14	11
Yes--eases re-entry	7	5
Yes--flexibility	7	5
No --lack of courses	8	6
No --too easy	7	5
No --wished elsewhere	6	5
No --chose GC over CLA	3	2
No --negative reputation	2	2

IC. Comments and Suggestions about General College

Respondents were asked whether they had any comments or suggestions about General College (GC students were asked whether they would go to GC again). Most of these open-ended comments tended to be positive towards General College or to suggest the need for more publicity, public relations activities, or information dissemination. From a recruiting perspective it is important to note that almost half the comments by high school counselors referred to the need for more information about the college.

Table 3
Comments or Suggestions about General College
(Asked of all except G.C. students)

(Percentages are for those who made comments (N=245)
not for the total number of respondents (N=490)

	Needs More P.R.	Generally Positive	Generally Negative	Need Prog. Changes	Comment about Survey	Misc.	Total
<u>Faculty and Staff</u>							
Counselors (N=47)	14	51	3	27	0	5	100%
Management (N=6)	50	0	33	0	0	17	100%
Education (N=18)	17	61	11	11	0	0	100%
Nursing (N=1)	0	0	100	0	0	0	100%
Liberal Arts (N=34)	32	26	18	24	0	0	100%
Home Economics (N=1)	100	0	0	0	0	0	100%
<u>Counselors</u>							
High School (N=48)	48	37	0	9	6	0	100%
<u>Students</u>							
Management (N=16)	25	25	19	19	0	12	100%
Education (N=4)	27	40	13	7	0	13	100%
Nursing (N=14)	23	53	8	8	0	8	100%
Liberal Arts (N=42)	33	31	12	10	0	14	100%
Home Economics (N=16)	19	44	6	12	0	19	100%
General College	NOT APPLICABLE						

II. THE REPUTATION OF GENERAL COLLEGE

IIA. Perceived Reputation

Open-ended responses to a question about General College's reputation on campus were post-coded into six categories, according to whether the respondent thought the reputation was positive or negative. Pluralities of all the student groups, including General College students, said that the reputation of General College was negative. Faculty were less certain about the reputation of GC. Pluralities of U of M counselors and faculty in Education and Home Economics said that the reputation was positive. The highest proportion of both students and faculty saying that there was a negative reputation was in the School of Management.

Table 4

From what you have heard, what would you say is the reputation of General College on campus?

(In Percentages)

	Positive	Negative	Mixed	Ambiguous ¹	Rep. Neg. Pos. Pers. ²	Know	Total
<u>Faculty and Staff</u>							
Counselors (N=47)	43	15	21	8	13	0	100%
Management (N=11)	0	55	18	9	0	18	100%
Education (N=31)	46	16	6	13	6	13	100%
Nursing (N=5)	20	20	7	9	4	20	100%
Liberal Arts (N=74)	30	26	7	9	4	24	100%
Home Economics (N=5)	40	20	20	0	0	20	100%
<u>Counselors</u>							
High School (N=48)	NOT APPLICABLE						
<u>Students</u>							
Management (N=43)	7	76	5	5	0	7	100%
Education (N=48)	19	34	8	2	6	31	100%
Nursing (N=45)	13	47	4	4	0	32	100%
Liberal Arts (N=89)	21	50	7	8	3	11	100%
Home Economics (N=44)	25	44	2	9	2	18	100%
General College (N=129)	32	44	8	4	7	5	100%

¹"Ambiguous" was used for comments that did not clearly indicate a positive or negative attitude.

²"Reputation Negative/Positive Personal" refers to comments in which the respondent said that the reputation was negative, but their own view was positive.

IIB. Do Other Students Look Down on GC?

Majorities of all student groups except Nursing said that they thought General College students were looked down on by other students at the University. Three out of five General College students agreed with this view as did a majority of counselors. Faculty were generally less certain than were the students of how other students view GC students.

Table 5
From what you have heard, do you think other students at
the U tend to look down on General College students, or not?
(In Percentages)

	Yes	No	Don't Know	Total
<u>Faculty and Staff</u>				
Counselors (N=47)	62	23	15	100%
Management (N=11)	46	0	54	100%
Education (N=31)	55	10	35	100%
Nursing (N=5)	40	40	20	100%
Liberal Arts (N=74)	41	20	39	100%
Home Economics (N=5)	20	0	80	100%
<u>Counselors</u>				
High School (N=48)	54	23	23	100%
<u>Students</u>				
Management (N=43)	67	19	14	100%
Education (N=48)	52	40	8	100%
Nursing (N=45)	49	40	11	100%
Liberal Arts (N=89)	65	28	7	100%
Home Economics (N=44)	57	39	4	100%
General College (N=129)	59	40	1	100%

III. PERCEPTIONS OF GENERAL COLLEGE STUDENTS AND PROGRAMS

IIIA. Students Recommended to General College by High School Counselors

High school counselors most often said that they recommended General College to students who wanted to go to the University but who didn't qualify for admission to other colleges at the U. A number also said that they recommended General College to individuals with lower scholastic performance in high school, including possible "late bloomers" who hadn't yet realized their potential.

Table 6

Based on your counseling experience, what type of students are you most likely to recommend to General College? (Asked of high school counselors only).

	<u>N</u>	
Those desiring U. only	17	36%
Low performers	13	27%
Late Bloomers	12	25%
Don't recommend G.C.	2	4%
Those unsure of goals	4	8%
	<u>48</u>	<u>100%</u>

IIIB. Views of the Percentage of Minority Students in General College

Across most groups the perception was that General College has a higher percentage of minority students than do other colleges. For those groups in which this was not the case, the most frequent response was "don't know."

Table 7

From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?

(In Percentages)

	Higher	Lower	Equal	Don't Know	Total
<u>Faculty and Staff</u>					
Counselors (N=47)	90	0	4	6	100%
Management (N=11)	37	0	27	36	100%
Education (N=31)	64	0	0	36	100%
Nursing (N=5)	40	0	20	40	100%
Liberal Arts (N=74)	45	0	7	48	100%
Home Economics (N=5)	20	0	20	60	100%
<u>Counselors</u>					
High School (N=48)	40	0	35	25	100%
<u>Students</u>					
Management (N=43)	37	7	21	35	100%
Education (N=48)	31	2	42	25	100%
Nursing (N=45)	49	11	22	18	100%
Liberal Arts (N=89)	42	6	35	17	100%
Home Economics (N=44)	43	2	30	25	100%
General College (N=129)	73	3	18	6	100%

IIIC. Views of the Academic Ability of GC Students

The dominant perception among faculty and counselors, except in Nursing, was that the academic ability of General College students is lower than that of other students. Students were more evenly divided on this question. General College students were less likely than others to see themselves as having less academic ability. Nearly two thirds of the GC students asserted that their academic ability was the same or higher than that of other students.

Table 8

Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?

(In Percentages)

	Higher	Lower	Same	Don't Know	Total
<u>Faculty and Staff</u>					
Counselors (N=47)	0	66	30	4	100%
Management (N=11)	0	82	0	18	100%
Education (N=31)	0	76	17	7	100%
Nursing (N=5)	0	20	80	0	100%
Liberal Arts (N=74)	0	51	21	28	100%
Home Economics (N=5)	0	75	25	0	100%
<u>Counselors</u>					
High School (N=48)	0	71	27	2	100%
<u>Students</u>					
Management (N=43)	0	49	37	14	100%
Education (N=48)	2	48	48	2	100%
Nursing (N=45)	0	49	40	11	100%
Liberal Arts (N=89)	2	51	45	2	100%
Home Economics (N=44)	0	41	52	7	100%
General College (N=129)	4	34	61	1	100%

IIID. Knowledge of How Many GC Students Go on to Graduate School

The strong general trend in all groups except GC students, was to incorrectly perceive that General College students are less likely to go on to graduate school than are other students.

Table 9

Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?

(In Percentages)

	More Likely	Less Likely	Equally Likely	Don't Know	Total
<u>Faculty and Staff</u>					
Counselors (N=47)	0	81	15	4	100%
Management (N=11)	0	64	9	27	100%
Education (N=31)	3	74	13	10	100%
Nursing (N=5)	0	60	40	0	100%
Liberal Arts (N=74)	0	61	7	32	100%
Home Economics (N=5)	0	60	0	40	100%
<u>Counselors</u>					
High School (N=48)	2	84	8	6	100%
<u>Students</u>					
Management (N=43)	2	49	23	26	100%
Education (N=48)	8	46	36	10	100%
Nursing (N=45)	0	53	27	20	100%
Liberal Arts (N=89)	0	53	37	10	100%
Home Economics (N=44)	2	50	41	7	100%
General College (N=129)	8	39	49	4	100%

IIIE. Views of Vocational Training in GC

Both counselor groups stood apart from the other respondents, in that majorities perceived a greater emphasis on job training in General College than in other colleges. More typically, respondents said that the emphasis on job training in GC was the same or else they didn't know. Among the recipients of General College education, students themselves, only slightly over a third said that GC emphasized job training more than did other colleges.

Table 10

Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?

(In Percentages)

	More	Less	Same	Don't Know	Total
<u>Faculty and Staff</u>					
Counselors (N=47)	70	2	26	2	100%
Management (N=11)	46	0	18	36	100%
Education (N=31)	30	7	46	17	100%
Nursing (N=5)	0	0	60	40	100%
Liberal Arts (N=74)	16	1	37	46	100%
Home Economics (N=5)	25	0	50	25	100%
<u>Counselors</u>					
High School (N=48)	52	2	27	19	100%
<u>Students</u>					
Management (N=43)	26	17	26	31	100%
Education (N=48)	23	15	48	14	100%
Nursing (N=45)	36	4	40	20	100%
Liberal Arts (N=89)	36	14	39	11	100%
Home Economics (N=44)	16	9	57	18	100%
General College (N=129)	36	10	43	11	100%

IIIF. Views of Grading Standards in GC

Among faculty and counselors there was a tendency to perceive grading standards in General College as the same as in other colleges or to respond "don't know." Students were more likely to say that grading standards were the same or lower in General College.

Table 11

Would you say grading standards in General College are higher, lower, or about the same as other colleges at the University?

(In Percentages)

	Higher	Lower	Same	Don't Know	Total
<u>Faculty and Staff</u>					
Counselors (N=47)	2	15	62	21	100%
Management (N=11)	0	18	27	55	100%
Education (N=31)	3	20	37	40	100%
Nursing (N=5)	0	0	80	20	100%
Liberal Arts (N=74)	1	17	25	57	100%
Home Economics (N=5)	0	40	20	40	100%
<u>Counselors</u>					
High School (N=48)	4	17	54	25	100%
<u>Students</u>					
Management (N=43)	0	30	26	44	100%
Education (N=48)	0	21	64	15	100%
Nursing (N=45)	0	29	47	24	100%
Liberal Arts (N=89)	0	29	54	17	100%
Home Economics (N=44)	0	32	54	14	100%
General College (N=129)	6	34	52	8	100%

IV. CONTACT WITH GENERAL COLLEGE

IVA. Personal Relationships with GC Students and Faculty

A majority of all students and faculty, except for faculty in the schools of Management and Home Economics, said that they personally knew a student or faculty member in General College. However, whether or not a respondent knew someone in GC was not statistically related to attitudes about the importance of GC.

Table 12

Do you personally know a student or faculty member in General College?

(In Percentages)

	Yes	No	Don't Know	Total
<u>Faculty and Staff</u>				
Counselors (N=47)	98	0	2	100%
Management (N=11)	46	54	0	100%
Education (N=31)	74	23	3	100%
Nursing (N=5)	80	20	0	100%
Liberal Arts (N=74)	65	31	4	100%
Home Economics (N=5)	40	60	0	100%
<u>Counselors</u>				
High School	NOT APPLICABLE			
<u>Students</u>				
Management (N=43)	72	28	0	100%
Education (N=48)	58	40	2	100%
Nursing (N=45)	51	49	0	100%
Liberal Arts (N=89)	67	32	1	100%
Home Economics (N=44)	64	34	2	100%
General College	NOT APPLICABLE			

IVB. High School Counselors' Contact with GC

Two thirds of the high school counselors interviewed reported that they had not talked with a representative or staff member of General College within the previous six months.

Table 13

In the past 6 months have you talked with a staff member or representative of General College? (Asked of high school counselors only)

	<u>N</u>	
Yes	16	33%
No	32	67%
	48	100%

ANALYSIS

One way to look at the results of the survey is in terms of the "To know them is to love them" hypothesis. Those who have reason to be knowledgeable about General College, GC students and high school and University counselors, gave the highest importance ratings to the need for General College and saw it in the most positive terms.

In a "bottom line" assessment of their school, 77% of the GC students said that they would go to General College again if they had it to do over. This figure is comparable to the proportion of University graduates (75%) who answered the same question in a follow-up study of 1978 graduates from all colleges in the University. Illustrative of their comments were:

- "I'd go in a second..."
- "Yes, because I liked it."
- "I feel it is good experience and better than community college."
- "I've certainly enjoyed it. I'd say yes."
- "Like I said, it's a fantastic opportunity."

In explaining their positive attitudes toward their school, many of the General College students who were interviewed talked about the ways in which General College served their unique needs. Examples of such comments by G.C. students are:

- "I went back to school after 10 years of not being in school and I needed a refresher course to get going again. I got it in G.C."
- "I get more out of G.C. because it's a slower pace. I learn quickly but like to go at a little slower pace and have more individual help."

Other General College students focused on the unique programs and supportive environment available in General College.

- "Because my major is para-legal which no other college at the U offers."
- "It's a rather flexible college--good for people who aren't sure of what they want."

-- "It seems like you get more help, the faculty is more concerned both personally and academically."

-- "I think it's a real supportive college and I probably would have dropped out by now if I had gone right into CLA."

Comments from GC students were not altogether positive. A number made negative comments as well as offering some specific suggestions for changes in General College. These included:

-- "General College restricts you from taking classes outside the college, and I feel you should be able to take classes wherever you please if you're paying for it. The procedure for admissions is very drawn out--too drawn out."

-- "They need better classes and more transferrable courses."

-- "In other colleges more things are offered."

-- "In General College I can't have a specific major."

The basically positive attitude of most GC students toward their college and their own academic ability contrasts with their perception that GC has a negative reputation on campus and that other students look down on them. Given these perceptions, it is understandable that many GC students may see themselves as part of an unfairly stigmatized minority group.

The other group of survey respondents that would be expected to be fairly knowledgeable about GC, High school and U of M counselors, were also very positive in their comments. For many counselors the existence of General College makes their work easier. They have a place to send certain kinds of students who would otherwise not have a niche that suits their needs so well. From the reports of both high school and U counselors, there are a number of prospective students who were not in the upper part of their graduating class but who really want to go to the University rather than a community college. Some examples of such comments by high school counselors are:

- "The students who don't meet CLA requirements but are committed to go on to college, and for some reason want to be on a big campus as opposed to a community college."
- "For people who have a strong orientation to go to the University but don't qualify for CLA."

Counselors also reported that General College was an excellent place for the underachiever and the late bloomer, individuals who did not realize their full potential in high school. Examples of such comments are:

- "To those who have fairly high potential but have not had high achievement in high school."
- "For a student who perhaps has decided to go on to school with lower grades in high school."
- "A student who has potential but has never used it, to give them another chance to use their ability."

Interestingly, high school and University counselors were more likely than other groups to see General College as more vocationally oriented than other colleges at the University. Seventy percent of the college counselors and 52% of the high school counselors said that General College emphasized job training more than other colleges did. This contrasts with only 36% of General College students themselves who believed this.

Thus to persons who know General College well, most GC students and those who counsel current and prospective students, General College does appear to have a distinctive and important mission. For them, the uniqueness of the College derives both from its particular curriculum and support programs and from its ability to offer a University of Minnesota education (as opposed to simply a college education) to those who would not be able to enter other colleges in the University.

Among those who are not so intimately involved with General College, the image of the college is not quite so positive. While most students in the other

colleges tended to regard General College as at least fairly important, most also said that they believed General College students were looked down on by others on campus, and pluralities (34-76%) said that they thought General College had a negative reputation on campus. The college with the greatest proportion of students saying this was the School of Management (formerly Business Administration).

Illustrations of some of the comments made by students from colleges other than General College about the reputation of General College are the following:

- "Students seem to be at a lower intellectual level."
- "(It) meets needs it is set up to meet."
- "Classes are sometimes too easy."
- "I don't think it has a fair reputation, it's more negative than it deserves."
- "Some people think it's for people who can't handle hard-core courses."
- "People find out what choices and opportunities G.C. offers and their opinion goes up. Education should be open to as wide a number of people as possible."

Students as a whole seemed to take the somewhat paradoxical position that General College was important but that it has a rather negative reputation and other students look down on it.

Among faculty the responses were somewhat different. Fewer said that they thought General College had a negative reputation, although most agreed that other students tended to look down on General College students. However, in each college, faculty tended to place less importance on the role of General College than did students from that college. As with students, the faculty from the School of Management were the least positive. Illustrative of some of the comments from faculty in all the colleges were:

- "I think it's mixed. There is a feeling that students are not as good in General College but the faculty is very good."
- "Students, at least, are slightly less scholastically oriented. Faculty is less intense and less concerned about research as other colleges."
- "I think General College curriculum is watered down; students are not well directed."

Implications

More than anything else the survey documents the need for better communications and public relations on the part of General College. Among high school counselors and several of the faculty groups the need for better information was the most frequent comment volunteered.

- "I'd like to know some information about the people that go on to graduate school from G.C."
- "Need a little bit on what they determine as objectives of their school."
- "I think we should get more information about their programs."
- "It would be helpful to be better informed about G.C. We would like catalogs out here, too. Just more things in general to help us present it better to the students."

The survey suggests some directions in which those communication efforts might take. One direction might be to emphasize the nature of the General College student population. Majorities of all groups surveyed did not know the degree to which students in General College go on to graduate and professional schools. At the same time they clearly agreed that students in General College were lower in academic ability. Many may be unappreciative of the numbers in General College who are "late bloomers" or who have hidden talents that lead them to success in later life. Better information about these things might help correct the generally observed situation that other students at the University look down on General College students.

A second direction for information efforts suggested by the findings is to highlight the uniqueness of General College programs. Several faculty commented that General College's two year programs seemed redundant with the offerings of local community colleges, and that the four year programs seemed redundant with those of the College of Liberal Arts and University College.

- "Given the growth of other programs that serve the same need, I wonder if there is a need for General College.
- "Is there a need to offer a 4-year program?"
- "With the growth in higher education in Minnesota in the last 15 years, the need for G.C. in the Minneapolis/St. Paul area may be less great than when G.C. was established, that is particularly with Minneapolis Community College and Metropolitan State University."

Redundancy with other programs is not necessarily bad, as is indicated by the counselors who talked about the need to have a place at the University to send lower achieving students. Nevertheless, one of the major problems for General College's future is to define and publicize a unique role for itself in the state's higher education system.

Inevitably there will be some students and faculty, perhaps a sizeable number, who will remain unaffected or resistant to informational efforts from General College. A "don't know and don't care" attitude may well be a perpetual response of some people toward General College. One trend in modern higher education is that faculty and even students have become increasingly allied with their disciplines, and less allied with the campuses where they happen to be plying their trade. The result is a lack of interest in parts of the campus outside their own. Others will remain philosophically opposed to the idea of having a place like General College in the midst of a large research-oriented university. One faculty member expressed this viewpoint by saying:

-- "The U of M is a research institution and that makes it difficult for any unit like G.C., which is so dominantly a teaching college. Whether fair or not, these faculty have trouble with reputation, status, and teaching load."

Still the survey findings do give some reason to believe that the "To know them is to love them" hypothesis applies to General College. Stressing the unique qualities of General College programs and students may help it to win new friends and bolster the enthusiasm of old friends. The price of not doing so may be considerable. It is one thing to be misunderstood and unappreciated in a time of growing enrollments and expanding resources. It is quite another to be misunderstood and unappreciated in a time of declining enrollments and diminishing resources.

REFERENCES

- Moen, N.W. The history and prospects of General College. General College Newsletter, Vol. 25, No. 4, University of Minnesota, June, 1979.
- Romano, J., Brothen, T., Garfield, J., & Robertson, D. A demographic and academic description of General College. General College Research Reports, University of Minnesota, April, 1981.

APPENDIX A

METHODOLOGY

Instrument Construction

All respondents were asked the same core set of perception and information questions, but other questions were included which were specific to each subgroup. Only the faculty subgroup and the University counselors were interviewed with the same instrument.

The questions were developed by the University Poll in conjunction with Measurement Services and General College staff. Pre-test telephone interviews were conducted with a small number of individuals from each subgroup, and the instruments were revised as needed. All interviews were conducted between May 22 and June 8, 1981, by Koser Surveys, Inc., a private polling firm.

University Counselor Selection

A preliminary list of career counselors was provided by the Student Counseling Bureau. Because the list also contained the names of some individuals and organizations not affiliated with the University, or some who were only marginally involved in student contact, it was reviewed by an Extension Division counselor familiar with active University counselors. After elimination of non-active or otherwise inappropriate counselors, 36 names remained. To this group were added the names of 12 others at the University who were identified as being involved in student counseling. The total counselor sample was 48 and interviews were completed with 47, for a response rate of 98%.

High School Counselor Selection

Guidance counselors from 13 high schools in the Twin Cities Metropolitan Area were selected for interviews. In total, 49 counselors were included in the sample and interviews were completed with 48 for a completion rate of 98%.

General College provided a listing of high schools in the metropolitan area which had at least 20 graduates enrolled in General College as of Fall,

1980. These schools were grouped into four categories: St. Paul schools, Minneapolis schools, St. Paul suburban schools, and Minneapolis suburban schools. After eliminating those which had changed from senior to junior high, and those which had been closed, the listing consisted of the following: St. Paul, 5 schools; Minneapolis, 9 schools; St. Paul suburban area, 6 schools; and Minneapolis suburban area, 13 schools.

Within each grouping schools were ranked according to the rate at which each school supplied students to General College. This rate was computed using Fall, 1980 enrollment data supplied by General College and 1979 high school enrollment data supplied by the Minnesota Department of Education. The numerator of the rate was the number of new enrollees in General College in 1980 from a particular school. In order to adjust for differences in high school size, the numerator was divided by the school's 1979 enrollment. These rates were then ranked from high to low.

Based on these rankings the high, middle, and low schools were identified in three of the groupings. In the Minneapolis public school group, however, four schools were selected. More schools were sampled in Minneapolis in order to obtain a larger sample of counselors, because more data was desired on city schools, and because Minneapolis had more schools listed than did St. Paul.

Names of high school counselors were provided by the Minnesota State Department of Education, and the accuracy of the listings was verified by telephoning each school in the sample prior to data collection. In order to gain some understanding of intra-school referral practices, it was decided to interview all guidance counselors in each of the selected schools rather than to sample from them.

Student Selection

A total of 450 students were sampled from General College, Liberal Arts, School of Management, Education, Nursing, and Home Economics. It was decided to interview 150 students in General College, 100 students in the College of Liberal Arts, and 50 students in each of the remaining colleges. Students in the "adult special" category were excluded and foreign students were excluded from all but the General College sample.

For practical reasons initial sample lists were developed by a systematic sampling of Winter Quarter, 1981, registered students. This resulted in sample sizes larger than desired. The lists were reduced by elimination of those not registered in Spring, 1981, and by elimination of those who changed college between Winter and Spring Quarters. Additional names were randomly deleted in order to reach the desired N's. Response rates, by college, were:

	<u>No. in</u> <u>Sample</u>	<u>No. of</u> <u>Respondents</u>	<u>Response</u> <u>Rate</u>
General College	147	129	86%
Liberal Arts	100	89	89%
School of Management	50	43	86%
Education	50	48	96%
Nursing	50	45	90%
Home Economics	50	44	88%

Faculty Selection

A faculty sampling strategy was developed by staff of the University Poll, Measurement Services, and representatives from General College. It was decided to interview a total of 150 faculty distributed across the colleges of the School of Management, Education, Home Economics, Nursing, and Liberal Arts. These colleges were selected because they were judged to be the main colleges to which General College students transferred.

Using data for ranked faculty supplied by Management Planning and Information Services, sample sizes for each college and rank were determined on a proportional basis. Specific names were drawn using an interval sampling procedure from faculty listings supplied by the Personnel Records Division of the University Personnel Department. The following table contains the sample size for each college and rank and the achieved response rates:

	<u>No. in Sample</u>	<u>No. of Respondents</u>	<u>Response Rate</u>
<u>School of Management</u>			
Full Professor	5		
Associate Professor	2		
Assistant Professor	5		
	<u>12</u>	11	92%
<u>Education</u>			
Full	16		
Associate	12		
Assistant	5		
	<u>33</u>	31	94%
<u>Home Economics</u>			
Full	2		
Associate	3		
Assistant	2		
	<u>7</u>	5	71%
<u>Nursing</u>			
Full	1		
Associate	3		
Assistant	6		
	<u>10</u>	5	50%
<u>Liberal Arts</u>			
Full	38		
Associate	27		
Assistant	23		
	<u>88</u>	74	84%

TOTAL N = 150

APPENDIX B
QUESTIONNAIRES

Attempts

1 _____ 6 _____
 2 _____ 7 _____
 3 _____ 8 _____
 4 _____ 9 _____
 5 _____ 10 _____

SeqNo ____ (1-3)

Type Resp ____ (4)

Counselor ____ (11)

1=counselor

College ____ (12-13)

Dept ____ (14-16)

Rank ____ (17)

1=Asst 2=Assoc 3=Full

Hello, I'm _____ from the University of Minnesota Poll. We're doing a short survey on faculty and staff views of General College at the University.

1. Are you currently employed at the University?

YES ____ 1 (30)

IF NO, TERMINATE ← NO ____ 2

2. As you may know, General College is an open-admissions college on the Twin Cities campus, offering 2-year degrees, certificates, and 4-year degrees.

In your view how important is it for the University to have a school like General College on the Twin Cities Campus? Very important, fairly important, only slightly important, or not at all important?

VERY IMPORTANT ____ 1 (31)

FAIRLY IMPORTANT ____ 2

ONLY SLIGHTLY IMPORTANT ____ 3

NOT IMPORTANT ____ 4

3. Do you personally know a student or faculty member in General College?

YES ____ 1 (32)

NO ____ 2

DON'T KNOW ____ 3

4. From what you have heard, what would you say is the reputation of General College on campus? (Write in response--probe for definition).

(33-34)

We're interested in finding out how well informed people are about General College.

-
5. Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?
- MORE LIKELY ___1 (69)
LESS LIKELY ___2
EQUALLY LIKELY ___3
DON'T KNOW ___4
-
6. From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?
- HIGHER ___1 (70)
LOWER ___2
EQUAL ___3
DON'T KNOW ___4
-
7. Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?
- MORE ___1 (71)
LESS ___2
SAME ___3
DON'T KNOW ___4
-
8. Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?
- HIGHER ___1 (72)
LOWER ___2
ABOUT THE SAME ___3
DON'T KNOW ___4
-
9. Would you say grading standards in General College are higher, lower, or about the same as other colleges at the U?
- HIGHER ___1 (73)
LOWER ___2
SAME ___3
DON'T KNOW ___4
-
10. From what you have heard, do you think other students at the U tend to look down on General College students, or not?
- YES ___1 (74)
NO ___2
DON'T KNOW ___3
-

11. Do you have any comments or suggestions about General College that you would like to add?

RECORD ANSWER ← YES 1 (78)
NO 2

(79-80)

Attempts

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

SeqNo ____ (1-3)

TypeResp ____ (4)

High School ____ (18-19)

Location ____ (20)

Hello, I'm _____ from the University of Minnesota Poll. We're doing a short survey of counselors' views of General College at the University.

1. In the past 6 months have you talked with a staff member
or representative of General College?

YES ____ 1 (29)

NO ____ 2

2. As you may know, General College is an open-admissions college on the Twin Cities campus, offering 2-year degrees, certificates, and 4-year degrees.

In your judgment how important is it for the University
to have a school like General College on the Twin Cities
campus? Very important, fairly important, only slightly
important, or not at all important?

VERY IMPORTANT ____ 1 (31)

FAIRLY IMPORTANT ____ 2

ONLY SLIGHTLY IMPORTANT ____ 3

NOT IMPORTANT ____ 4

3. Based on your counseling experience, what types of students are you most likely to
recommend General College to: (Write in response--probe why?) (35-36)

We're interested in finding out how well informed people are about General College.

-
4. Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?
- MORE LIKELY 1 (69)
LESS LIKELY 2
EQUALLY LIKELY 3
DON'T KNOW 4
-
5. From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?
- HIGHER 1 (70)
LOWER 2
EQUAL 3
DON'T KNOW 4
-
6. Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?
- MORE 1 (71)
LESS 2
SAME 3
DON'T KNOW 4
-
7. Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?
- HIGHER 1 (72)
LOWER 2
ABOUT THE SAME 3
DON'T KNOW 4
-
8. Would you say grading standards in General College are higher, lower, or about the same as other colleges at the U?
- HIGHER 1 (73)
LOWER 2
SAME 3
DON'T KNOW 4
-
9. From what you have heard, do you think other students at the U tend to look down on General College students, or not?
- YES 1 (74)
NO 2
DON'T KNOW 3
-

11. Do you have any comments or suggestions about General College that you would like to add?

RECORD ANSWER ← YES 1 (78)
NO 2

(79-80)

General College Survey. Conducted by the University Poll for the University of Minnesota.

Attempts

1 _____ 6 _____
 2 _____ 7 _____
 3 _____ 8 _____
 4 _____ 9 _____
 5 _____ 10 _____

SeqNo ____ (1-3)

TypeResp ____ (4)

Students

Coll ____ (5-6)

Class ____ (7)

Sex ____ (8)

M=1 F=2

BYear ____ (9-10)

Hello, I'm _____ from the University of Minnesota Poll. We're doing a short survey on student views of General College.

1. Are you registered as a student at the University this spring quarter? YES ____ 1 (30)

IF NO, TERMINATE ← NO ____ 2

2. As you may know, General College is an open-admissions college on the Twin Cities campus, offering 2-year degrees, certificates, and 4-year degrees.

In your view how important is it for the University to have a school like General College on the Twin Cities Campus? Very important, fairly important, only slightly important, or not at all important?

VERY IMPORTANT ____ 1 (31)

FAIRLY IMPORTANT ____ 2

ONLY SLIGHTLY IMPORTANT ____ 3

NOT IMPORTANT ____ 4

3. Do you personally know a student or faculty member in General College?

YES ____ 1 (32)

NO ____ 2

DON'T KNOW ____ 3

4. From what you have heard, what would you say is the reputation of General College on campus? (Write in response--probe for definition).

(33-37)

We're interested in finding out how well informed people are about General College.

-
5. Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?
- MORE LIKELY 1 (69)
LESS LIKELY 2
EQUALLY LIKELY 3
DON'T KNOW 4
-
6. From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?
- HIGHER 1 (70)
LOWER 2
EQUAL 3
DON'T KNOW 4
-
7. Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?
- MORE 1 (77)
LESS 2
SAME 3
DON'T KNOW 4
-
8. Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?
- HIGHER 1 (72)
LOWER 2
ABOUT THE SAME 3
DON'T KNOW 4
-
9. Would you say grading standards in General College are higher, lower, or about the same as other colleges at the U?
- HIGHER 1 (73)
LOWER 2
SAME 3
DON'T KNOW 4
-
10. From what you have heard, do you think other students at the U tend to look down on General College students, or not?
- YES 1 (74)
NO 2
DON'T KNOW 3
-

11.. Do you have any comments or suggestions about General College that you would like to add?

RECORD ANSWER ← YES 1 (78)

NO 2

(79-80)

General College Survey. Conducted by the University Poll for the University of Minnesota.

Attempts

1 _____ 6 _____
2 _____ 7 _____
3 _____ 8 _____
4 _____ 9 _____
5 _____ 10 _____

SeqNo _____ (1-3)

TypeResp _____ (4)

Students

Coll _____ (5-6)

Class _____ (7)

Sex _____ (8)

M=1 F=2

BYear _____ (9-10)

Hello, I'm _____ from the University of Minnesota Poll. We're doing a short survey on General College students' views of G.C.

1. Are you registered as a student at the University this spring quarter? YES _____ 1 (30)

IF NO, TERMINATE  NO _____ 2

2. As you may know, General College is an open-admissions college on the Twin Cities campus, offering 2-year degrees, certificates, and 4-year degrees.

In your view how important is it for the University to have a school like General College on the Twin Cities campus? Very important, fairly important, only slightly important, or not at all important?

VERY IMPORTANT _____ 1 (3/)

FAIRLY IMPORTANT _____ 2

ONLY SLIGHTLY IMPORTANT _____ 3

NOT IMPORTANT _____ 4

3. From what you have heard, what would you say is the reputation of General College on campus? (Write in response—probe for definition).

(33-34)

We're interested in finding out how well informed people are about General College.

-
4. Compared to other students at the U, do you think General College students are more, less, or equally likely to go on to graduate school?
- MORE LIKELY ___1 (69)
LESS LIKELY ___2
EQUALLY LIKELY ___3
DON'T KNOW ___4
-
5. From what you know, would you say General College has a higher, lower, or equal percentage of minority students than do other colleges at the U?
- HIGHER ___1 (70)
LOWER ___2
EQUAL ___3
DON'T KNOW ___4
-
6. Compared to other undergraduate colleges at the U, do you think General College emphasizes job training more, less, or about the same?
- MORE ___1 (71)
LESS ___2
SAME ___3
DON'T KNOW ___4
-
7. Do you think that the academic ability of General College students is higher, lower, or about the same as other undergraduates?
- HIGHER ___1 (72)
LOWER ___2
ABOUT THE SAME ___3
DON'T KNOW ___4
-
8. Would you say grading standards in General College are higher, lower, or about the same as other colleges at the U?
- HIGHER ___1 (73)
LOWER ___2
SAME ___3
DON'T KNOW ___4
-
9. From what you have heard, do you think other students at the U tend to look down on General College students, or not?
- YES ___1 (74)
NO ___2
DON'T KNOW ___3
-

11. If you had it to do over again, would you go to General College?

ASK WHY?

YES 1 (75)

NO 2

(76-77)

APPENDIX C

COMMENTS

Answers to Questions 3 and 4: From what you have heard,
what would you say is the reputation of General College
on campus?

Answers to Question 11: Do you have any comments or sugges-
tions about General College that you would like to add?

Non General College Students

(Home Economics)

Answers to Q4. From what you have heard, what would you say is the reputation of General College on campus?

- For people who didn't do well in high school so they can get a start in college. I guess they have to start somewhere.
- Lately I haven't heard much. In the past G.C.'s reputation wasn't good. When I came back to school a year, I didn't get that feelings any more. I took one math class in GC and got more help than I'd ever gotten before. I guess I feel good about G.C. now.
- Don't know enough about it but I'd say that mostly students of lower academic ability attend the General College. They probably would not be accepted in other schools.
- Pretty bad. I've heard it's a school for jocks.
- In my opinion, it's a pretty easy school. I was in it at first. It's not college material.
- Standards are lower than other colleges. The courses have less requirements for admission--but that's why they're general, I guess.
- I haven't heard anything about General College.
- Staff and faculty excellent. I worked as a clerk typist there--should have stayed. Their associate degrees are excellent. It's a close-knit school, a school in itself. But it is a good bridge if someone want to go on to CLA.
- Oh, I guess it's like a vocational school, but I don't know much about it.
- Not high reputation. Other colleges are schools of higher learning. The students are compelled to compete. The people who go to GC want the status of the U but all they are doing is the Vo-Tech thing.
- It's the lowest college in quality. The students are not as bright.
- Not too great reputation. I'm on St. Paul campus so don't know too much about it.
- Classes are easier. Athletes or people not ready to put as much time into school go there. But that doesn't mean they won't come around later. It's good because it's practical.
- Pretty good reputation. No different than CLA or Home Ec. Basically a stepping stone. If you can't make the requirements of the school you want you can go to GC and then transfer after you get your grades up.
- Like a prep school. You can go there till you find out where you want to go.
- Reputation is that GC is for dumb people. Have to go to GC because they couldn't make it into any other college.
- Place for people who can't get admitted to other school, usually because they aren't too smart.

- Doesn't seem to be highly regarded. Students don't seem to have status.
- Haven't heard a thing. (Several said this).
- Very good reputation. They are often really general courses that they offer.
- Basically good. Some have a low opinion but I think it's a good way to start out. You can transfer to another school later.
- Probably an easier college. It is not the top students who attend there.
- Don't want to put people down but I've heard that G.C. people couldn't meet admissions requirements for other colleges.
- Good classes--teaching good. Nothing negative.
- Most students are trying to get into another college when they are in GC.
- High ratings. Staff helpful and friendly. Less run-around than in other colleges. Your needs are thought of--you're not just a number. They don't send you all over to find out the answers to your problems.
- Good reputation. Good start for people who can't meet requirements of other colleges. They can always transfer.
- Viewed as being an easy way to get a degree--the lowest school.
- Accepted as a helpful place for students.
- OK for getting some basic background.
- For people with low high school grades.
- Good reputation. A lot of people want to go to U and in GC they can get an overview of the type of classes and then transfer to specialize.
- I think two things. It's a starting place for people who want to learn something but can't compete in the other colleges. Geared for people who need a little more special attention. It's not fair to say that these people can't go to college because they can't compete in a specialized field.
- More athletes go there. It's for jocks.
- Not too tough. Way to get into college program that you want eventually.
- Easy to get into and easy to get good grades once you're in it.
- Good reputation--nothing negative.
- Easy school.
- The courses I take through it are very good, two of my best professors.
- A whole other world.

Non General College Students
(College of Liberal Arts)

Answers to Question 4 -- From what you have heard, what would you say is the reputation of General College on campus?

- I think of it as a junior college similar to Anoka-Ramsey. Don't know whether it should be on U of M campus. As far as reputation goes, I haven't heard too much about it.
- GC students seem to have a lot of minorities. Seem more like high school students than college students. Don't seem to really try--just ogle boys/girls, not working with a purpose.
- Doesn't have very high reputation. It's looked down on as an easy way to get through school. Not prestigious like IT.
- Lower reputation than it should have. Some people might not be able to go to college without it.
- Haven't heard very much about it. If it serves the needs of some students, it's worth having.
- College for athletes.
- Extremely bad. Kids who were in it "put it down," mainly because so many black students. If it was mainly a white student body, there would be no complaints. Also Nicholson Hall is falling apart--bad.
- 13th--16th grade (a continuation of high school).
- A community college equivalent, fairly negative things. Kids I know in GC don't work too hard on their school work.
- Starting place --then move into another college.
- It's not a very good reputation. I've heard disparaging remarks about it. Training there not very valuable.
- Classes easier than in CLA. Important as a 2 year college. Has a good location for that. Helps the disabled, handicapped. Has good support facilities. The state community college system is well thought of--is similar to GC.
- Reputation is not that good. Students think it's too easy.
- Easier than other colleges.
- Below average. Viewed as a place where people go who can't make it into "regular" college.
- Highly recommended.
- Very low in comparison to the other colleges.
- Students not in GC "look down" on it. Thought of as easier, not as good, anyone can get in.

- Not very good. Kind of a sluff school. Easy. My CLA counselor advised me not to go into GC, even though I was kind of impressed with its program.
- Known for slower students scholastically.
- Good school but easier than other U colleges.
- Very looked down upon. Most people have the general impression that people in GC are below average scholastically.
- It's kind of looked at as an inferior college. People not in GC don't take it very seriously--think of it as inferior to the other colleges.
- It's pretty good. It's a lot easier than CLA. If you change from GC to CLA the courses seem very difficult and it's difficult to adjust.
- On the whole, fairly good. I'm in the College of Liberal Arts. It's a good thing to start out with. Good thing for 18-19 year olds to take some courses to see what they would like to major in.
- Everyone I know is in CLA. GC doesn't require a foreign language. It isn't as hard to get into.
- Fairly well respected. It's a fine program and should be continued.
- Extension of high school.
- Kind of poor. A lot of people think its standards are not as high as CLA.
- Not so good. I had one professor who said it was a waste of time, more or less.
- General College is a lot easier than CLA. I've taken a couple of courses in General College and they are a lot easier--they go a lot slower. If you want to adjust gradually to college, you could start in GC, and then go to CLA later.
- Pretty good reputation. One thing I didn't like is that it's hard to get written permission to get entrance into closed classes.
- Heard that they don't offer very many good courses.
- Similar to a junior college because of 2-year degree. People I know tend to run it down but I think it's a good program for those who don't want or can't handle a 4-year program.
- Fairly good reputation. People have a good impression of it. Good college for those who can't get into other colleges.
- Pretty good reputation. Curriculum good.
- I attended General College before I went into CLA. It's fairly easy. I was able to do fairly well and was able to raise my grade point average so I could get into CLA.
- The stereotype is that it's for football players--doesn't have a prestige reputation.

- Offers a lot of good courses--you can go a lot of places from GC. I think it's great.
- Lot of people tend to put it down but my opinion is it's necessary and worthwhile.
- It's OK, but is thought of as lower than CLA. Courses are easier, but then they should be.
- Stigma attached. Not the same as CLA. Get the feeling they are considered inferior.
- Good for people who are not specific in what they want to do.
- My brother is in it. I think it's fine--haven't heard anything bad.
- Good reputation.
- Not very good. It seems that they have a reputation of having classes that are easy and not very useful.
- I was in it. I think it's a really good school.
- Good.
- People think it's not a real college. They think it's for dumber students. That's not my opinion, though.
- Good teachers. The students don't have the best reputation.
- Not very good reputation.
- A lot of people think it's not worthwhile, but others think there's as much learning going on there as anywhere else at the U.
- It seems it's easier than CLA. More general classes, too.
- It's sort of like a junior college.
- Good reputation.
- A friend of mine who took classes in GC couldn't use them when she transferred. That's the only thing I know about it.
- A lot of "don't knows."
- Not great. It's looked down on.
- It's like a bottom-line college.
- It's kind of an addition to high school. It's not taken as seriously as the other colleges.
- The feeling is that it is looked down--not considered on a par with the other colleges.

- Kind of a place for people to go while they decide what they really want to go into. Classes are easier to keep up with.
- I have nothing against it, but some kids have said it's a "back-out" of CLA.
- From what I've heard, it's more basic--you can go through GC to get into CLA.
- I heard it isn't very good. The classes aren't very good.
- Fairly good reputation. Good for kids who don't know what they want to do.
- Excellent reputation. Good for kids who have been out of school for a while or who need a lower-level class. It's a good starting point.
- Like an extended high school, or junior college level.
- For undecided people.
- Poor reputation. For dumb football players.
- Pretty good reputation. Kids I know there say the career guidance is good.
- Most students there want to transfer later to another college, but are unsure of a major now.
- Student I know there is glad to be in it, and plans to go on in another college after her freshman year.
- Students there would rather be in CLA or IT where reputation is better.
- Go to GC if you can't make it into other colleges.
- Pretty easy academically.
- Good variety of subjects offered.

Non General College Students
(School of Nursing)

Answers to Q4. From what you have heard, what would you say is the reputation of General College on campus?

- Like high school in degree of difficulty.
- Academically not as tough as other schools. Standards are lower--both to get in and stay in.
- Students are not "good" students. They played around before going to GC or/are playing around while in GC.
- Like a junior college. The courses are not as detailed--easier to get through classes.
- For people who can't make it otherwise, or for those who had a hard time in high school and need to catch up.
- Poor reputation. Classes are easy and people are not very bright.
- Poor reputation, but not well founded. People say the courses are easy and the students are not career oriented, but the people I know in GC say that's all wrong--classes are just as hard, etc.
- Easier.
- Students are looking for more marketable skills.
- My sister-in-law works for GC, but my own knowledge is really limited. The credits don't always transfer and that could be a problem.
- Classes are geared toward people with lower academic ability.
- People in it are usually those turned down by other colleges.
- Low quality. Education there does not mean as much as from other colleges at U.
- Good reputation. Just as good as any other college here at U.
- Good. Helps people who need to get a hold on the fundamentals and need extra help.
- Haven't heard much about it one way or the other.
- Anybody can get into it.
- Haven't heard much--nothing negative.
- Not too good. If you can't get in anywhere else, you can go to GC.
- Easy to get into. Not too hard to get by once you're in it.
- Easier classes.

- Mixed reputation. For people who come back to college, have college potential, but are not able to get in anywhere.
- Second class, for people who normally can't make it into college. Junior college atmosphere.
- Reputation is tenuous--on a scale from good to poor.
- Not talked about much.
- Nice for students in undecided major category.
- Not good reputation. Bunch of losers.
- Fairly good, good to be in when you haven't decided what to do.
- Good.
- Negative attitudes--everyone in it wants to get out. Dumb students.
- Good for those who need it, but some abuse it and just use it to get through college easy.

Non General College Students

(College of Education)

Answers to Q4--From what you have heard, what would you say is the reputation of General College on campus?

- Very good.
- I don't think it has a fair reputation. Think it's more negative than it should be.
- Very low. I get feeling that people downgrade it. They think just jocks are there. Not very difficult. Some think it's for those people who can't handle hardcore courses.
- Quite varied reputation. When people find out the choices and possibilities that GC offers and their opinion goes up. Education should be open to as wide a number of people as possible. GC is there for people who might otherwise drop out after being turned down by CLA.
- I haven't really had any feedback--positive or negative. It doesn't really prepare you for a specific job any more than does Liberal Arts.
- The reputation is not that great, but I don't think people look down on it. Most people realize student will be moving on. The first year there gives the student some direction about where to go. I notice there's a great variety of courses in G.C.
- I haven't heard anything negative. I guess it is important because it allows students to go to the U who might not get into CLA.
- According to some faculty in General College, some students outside the college view GC as not very serious, but this is not really true.
- I know about it from adults and part-time students coming at night. It's good.
- Well, it's kind of like a junior college if you're not quite ready for CLA. It is not so competitive. You can move at your own speed.
- Reputation is that it's a lot like high school.
- Generally people say it's the college to go to when you can't get into CLA. I hear people say that those who go there aren't very smart.
- I'm not really sure. From what I've heard, it's easier than any other college at the U. Its reputation is not negative--it gives some people the opportunity to go to the U who otherwise couldn't.
- Probably kind of bad reputation. Everyone thinks it's kind of an easy college with not-very-high standards.
- Good reputation. Know people who have started there. It provides good experience--helps them to realize that they can make it academically even though they may have had a difficult time in high school. I'm taking one course there now in a subject I thought I could never understand--chemistry. The teacher is wonderful.

- Not real high. People I know see it as a way to sluff off. But it's a beginning, at least.
- Varied reputation. For some people it's just like any other college. Others say it's just a joke. I think it's a good college. I'm taking one course now, and it's good--both quality of course and the faculty.
- Typical generalization--not quite up to standard as compared to CLA and other colleges. You picture CLA more typical of the U than GC.
- Fair reputation. They tell me that most of the athletes are in GC. It doesn't mean anything but doesn't indicate high ranking academically.
- So, so reputation. I hear both good and bad. From the GC side, it's great, and from those not in GC--crummy!
- They just have basic courses for those who don't know what to major in. At least it's a place to start out in for those who need it.
- Lot of people don't like GC. They think people go to GC because they're dumb, or because they have athletic scholarships or belong to minority groups. It is seen as a place where learning doesn't take place. The courses have inferior names, i.e. Minnesota History, and people feel they're easy. It is merely an extension of high school. The two-year degree is worthless. I used to feel this way before I had a friend who was in GC. She didn't score high enough in SAT and ASAT and so went to GC to brush up on her skills.
- This is not my opinion, but some consider GC to be second rate. There is a certain animosity toward it. I feel it's good--kind of a launching pad for those coming to the U who don't know where they want to go. If they had come in directly to CLA, they might have dropped out. It gives them time to be gently assimilated.
- It's not very reputable. From what I gather, it's thought to be at the bottom of the University colleges and doesn't represent University caliber programs. It's more like a junior college.
- I think it is a school which has students with lower verbal skills. It is more like an academic helping service. It gives a lot of "one to one" service to the students.
- Doesn't have a very good reputation. The people who say negative things about it, I feel, are ignorant about GC. I know some GC students who were put down by others not in GC, and they felt pretty bad about it.
- I don't know too much about it. I think the students who use it may be more likely to go directly into CLA if it didn't exist.
- From what I read in the Daily I get a negative view. I think it's important, but we also have junior colleges. I have looked into it a little and I feel it's better than most reports you hear about it.
- Not very good. I think it's got a lot of problems with stereotyped students like football players who don't put a high priority on college education.

- I'm hardly familiar with the General College, since I'm in agricultural education. I really don't know anything about its reputation.
- It's quite reputable. People who aren't sure of their major go into it.
- Have a friend in it, and it sounds important to him. He likes it very much.
- I've heard people talking about it and from what I've heard, it has a positive reputation.
- Fairly good. I haven't heard that much about it.
- Pretty good.
- Good reputation overall. Have a friend who goes to GC and she's happy with the options open to her there.
- People don't speak very highly of it. They act like it's a joking matter, not serious. The students in it seem serious enough, however. Some go on and graduate. It's OK but doesn't necessarily need to be located on this campus.

Non General College Students
(School of Management)

Answers to Question 4 -- From what you have heard, what would you say is the reputation of General College on campus?

- Is an alternative if you can't make it into the other schools. Has both good points and bad points.
- Easy school, for people who aren't as smart.
- Easy school. Students seem to be at a lower intellectual level.
- Easy college. Negative feelings towards it.
- Good reputation. It meets the needs it was set up to meet.
- Pretty good. Classes sometimes are too easy. Lose ambition.
- Stepping stone.
- Pretty bad rep. Joke is that it is an advanced high school.
- Like a community college.
- Not very good. Play time, not challenging.
- Too easy.
- Extension of high school.
- Lower achievers--easy classes.
- Mostly athletes. Standards too low--no mental challenge.
- A joke, but seems to be getting better.
- Easier college.
- Not real good rep. For people who want something less than a 4-year degree.
- Easier.
- Poor reputation. Less than a college education.
- Too much like high school.
- Not much competition.
- Seems practical--community college image.
- Below average students.
- Fun classes. Frowned on because it is more like a vocational school.

- Poor reputation. It's hard to get out of it into other schools. Sometime, though, they can get their grades up for acceptance into other schools.
- Not very good reputation. Bad program planning.
- Not good scholastically.
- Poor school. Not many high achievers.
- Not very good. There is not much respect for GC students.
- Good route to go for student who wants to plan his own degree.
- Bad reputation. For people who can't get into other schools.
- Advanced high school.
- Community college type. Negative stigma. People in it are not ready for other colleges.
- Community college attitude--can be positive or negative.
- Pretty low--not highly regarded.
- Doesn't have much prestige, but it serves its purpose.
- Adequate--but it seems to be looked down on.
- Haven't heard either way.
- Not highly rated--wouldn't recommend it to others.

U of M Faculty

(Home Economics)

Answers to Q4 -- From what you have heard, what would you say is the reputation of General College on campus?

- Generally good reputation. It serves a difficult population. They do well with what they have to work with. Their students have more problems than the average student, e.g., academic problems, belonging to minority groups, or goal-setting problems.
- Very good reputation. I knew about it many years ago from a book written about it. I have no current information about it, however.
- Seems to have a mediocre reputation. The standards are lower and admissions are less tight.
- Fairly good reputation. I've known students in GC that were trying to transfer out. One of the ones I knew was a strong student, but the other I didn't think was college material.

U of M Faculty
(College of Liberal Arts)

Answers to Q4. From what you have heard, what would you say is the reputation of General College on campus?

- Mixed. Heard both good and bad things.
- It's viewed as a "pariah" both both faculty and students outside of General College.
- Good reputation. Makes a good entry point into post high school for those who wouldn't ordinarily get that chance.
- Not as tough minded and demanding as other colleges at U. It is a starting point for some students that don't know where to start. It has a reputation for being an easier school than other colleges.
- Has an ambiguous reputation. People don't know what it's about or what its function it is. Or else they don't agree with what it's about.
- Mediocre reputation. It has a reputation of not having very high standards.
- Not good. My impression is vague, however. I know little about it.
- Know very little about it. Can't really say.
- Certainly nothing negative. The general feeling by the old line departments is that GC is a necessary adjunct—but not a source of any great scientific discoveries.
- It depends on who you are talking to. By some it is thought of as the community college within the U. Others see G.C. as what the whole U should do: take the students as far as they can go: take chances—be non-traditional.
- Haven't heard enough lately to know. Leo Richman (now retired) was a former student of mine. One heard good things of the G.C. English Department when he was its head. (2 or 3 years ago he retired).
- Haven't heard. Have no idea. Haven't heard others speak of it.
- My associations are favorable. I gather that the general image is mixed.
- A mixture. Not positively viewed by everyone. I'm a supporter of G.C. myself.
- Not much awareness of it on the campus. Haven't heard anyone talk about it at all that I can recall.
- Students tend to put it down. CLA faculty know less than they should about G.C. (I worked with some history people there a few years ago and got to know something about it).
- I don't know enough about it to assess its reputation. I've only heard about the services provided to Chicano students.
- I don't think it's known well. As an academic institution, it's not really highly regarded.

- Hard to give a simple answer. Generally the reputation is not very high.
- Haven't heard anything really bad nor, on the other hand, really outstanding.
- Fairly good reputation. I've had some GC transfers into my unit and have heard no negative comments from those students about GC. [This professor was in Journalism and Mass Communication].
- G.C. is not understood. The kids aren't up to Arts College standards. If they get turned down at Arts College, there is a place that they can go.
- Very good reputation. Gives minority students a beginning. Has a fine selection of courses--gives the student a chance to prepare for a variety of occupations.
- Varies widely. Those who know it feel that it serves a very useful purpose. Those who don't seem to look down their noses at it. Maybe if they were better informed it would help their view.
- Excellent. I know the caliber of people I'm teaching in General College and they're very good.
- Pretty good reputation, I guess. I really don't know very much about it.
- It is like a junior college. It concentrates on getting people into other parts of the University after two years.
- Not as strong as it could be. I've been here 1 1/2 years and I feel it should be better known. I'm really not sure how good it is.
- Mixed. It suffers by comparison with academic standards of the rest of U. However, it was designed to cater to various needs. It's the best place for students who are not really prepared for the U. There is a certain snob-bishness against it, which is not justified.
- It has a reputation for lower quality of students.
- Hard to answer. I think reputation is satisfactory. It's doing the job it's supposed to do.
- Quality of education not as good as at other U colleges.
- Reasonably good. They take students that are difficult and work well with them. The faculty is very helpful and devoted to the students.
- At times heard negative and positive views about G.C. Some say it is a glorified high school. But recently, since I know some T.A.'s there, I have been hearing positive things. It's a good learning situation--a necessary one for a certain type of student--those students that need perhaps more guidance and discipline.
- Fine. Has a purpose in remedial area. It does perform that function well. No other college quite like it in the state. A similar function could be served by the 2-year colleges, though.
- Heard that it causes some problems because students admitted aren't able to be on par with other students admitted to the University.
- Some years ago it had a reputation of being like a community college. It didn't have admissions requirements as they presently do. In the 70's it became a place where new things were undertaken and traditional studies were brought in. This was probably due to the new dean.

- Quite good.
- I haven't heard so can't make a judgement.
- Some say quality is bad, other say not. I don't know.
- Good teaching for disadvantaged students, or students who for one reason or another are unable to deal with traditional U programs.
- It seems to serve an important role.
- Probably mixed. I know so little about it--only what I read in the Daily. I really don't care to comment.
- I hardly hear anything about it anymore. About 18 years ago I heard slurring remarks but recently nothing good or bad. I almost forgot it existed.
- I've heard that it was not very well coordinated. Between CLA and G.C., there is a lot of overlap of courses.
- Very good reputation. The person I know from there is from Studio Arts. Very innovative. Makes things work for students.
- I have taught General College students in the past. However, I finally dropped them because they're simply not as interesting or as involved and responsible as CLA students.
- Not a particularly good reputation. There is some suspicion of the quality of education in General College.
- I really don't know. I've been here only 2 year and have not had much contact with General College.
- Some good teaching but tend to be lax in their work. However, it does provide a valuable service for people who can't get into college. It needs more money--doesn't have enough status. It's like a poor sister to the U.
- Hard working. Good school.
- Not too good a reputation. All my students are in CLA and are working toward professions. They tend to look down on General College students.
- I've heard mostly positive things. It is a good route to go to get into college--for those who don't have a regular background.
- Mixed reputation. It serves some students well--those with special educational needs. On the negative side I've heard that the education students receive there is somewhat mediocre.
- Not very good reputation. People tend to think it's kindergarden. This is the impression I've gotten from people who tutor there.
- It seems to build citizenship (reading, writing, basic skills). It's like a citizenship institution. Many of us don't think of it as an institution of higher learning.

- I would say that the things I've heard are unfavorable. Most people seem to think that such a college would be better as a community college and not be connected with the University campus.
- A kind of innovating and alternative form of education to which top priority should be given.
- I've heard only from students--not from faculty. The students there seem to be satisfied with the program.
- It is a college where the faculty are very concerned about student welfare. The teachers help develop student capabilities. They do a pretty good job considering the problems of their students.
- Good reputation. They do a good job of what they do.
- It is not highly regarded. Some think it is a waste of money. The U is basically a research institution and General College is basically high school.
- Good reputation. I don't feel they should offer a baccalaureate degree. It is really more like a community college. The students should transfer out to regular programs at the U like IT, Education, or Liberal Arts.
- Good, quite good reputation. I am measuring the results by my two sons who attended General College. It's certainly a good means for deciding what direction one would want to go.
- Has lower standards than CLA. Some people take it who don't have the confidence to start out in CLA.

U of M Faculty

(School of Nursing)

Answers to Q4 -- From what you have heard, what would you say is the reputation of General College on campus?

- Pretty fair reputation. Some people who don't know much about GC have a very negative image of it. Others who know the people there seem very positive. The general view is somewhere in between.
- Variable. Some good, some bad. Feedback I've gotten from individual students who've gone there has been good.
- The one student I know there feels he is getting a sound educational background since it is quite broad and the humanities are included.
- Poor reputation. The courses seem to be of inferior academic quality. Good place for athletes. The courses do not require much intellectual capability.

U of M Faculty
(School of Management)

Answers to Q4 -- From what you have heard, what would say is the reputation of General College on campus?

- I think it is regarded as officially a place to get a degree for people who may not be admitted to the other colleges.
- In accounting, it is not good. What they cover is not done in as much detail as here. It amounts to a watered-down accounting course compared to what we have here.
- I think it is mixed. There is a feeling that students are not as good in General College, but the faculty is very good.
- Inferior to CLA.
- The students are weak in academic skills.
- Very "low-grade" reputation. Think some of the faculty are all right. I know some and think they are very good.
- Better than it was. I've been on the staff here for 30 years. G.C. used to be considered a dumping ground for both faculty and students. Apparently, it is not that way any longer.
- Very few people other than people involved in General College seem to know about it. Sometimes one thinks it is a sub-collegiate education.
- Not very good reputation. I think the program is generally weak. I think the curriculum is watered down and the students are not well directed. Just my general impression. I really don't get a lot of information about General College.
- Have never heard of General College.

U of M Faculty
(College of Education)

Answers to Q4 -- From what you have heard, what would you say is the reputation of General College on campus?

- Haven't heard a great deal about it. Courses are easier.
- I would say they have a fairly good reputation. Their standards are good.
- I've had no feedback on their reputation--couldn't say.
- I guess my impression is that the G.C. students get more advantages through that program.
- Has an average reputation.
- Students are at least slightly less scholastically orientated. The faculty is less concerned about research than in other colleges.
- The reputation varies--with people who have had contact with GC, the reputation is very good. GC offers a chance to go to college for a lot of kids that would not otherwise qualify for college or might not go because they were concerned with the size of the U but feel they could handle G.C.
- Don't really know much about General College. In my department we deal almost exclusively with graduate students in education.
- Relatively poor reputation. CLA students look down on G.C. students and downgrade it.
- I think it holds a real good reputation. When I think of GC I think of innovative teaching. They reach so many students.
- They have high quality teaching. There is great consideration of students.
- Generally very positive. The faculty is very concerned with working with students and fulfilling their needs.
- I've heard both good and bad. It serves a purpose. In some ways it is not so unique a purpose as some other colleges. In terms of admission, there's a tendency to put too many minority students into General College.
- GC is very good for certain students. For example, those with reading problems, native American students, foreign student who need help with language.
- Reputation quite poor. Dumping ground for people ill prepared to enter college.
- Necessary. The kids who cannot get into IT or something else really appreciate it. It is a vital part of the U.
- Their reputation is poorer than it deserves. It accomplishes a lot for students. Many are able to sort things out as to whether they need more education or want it, and G.C. enables them to decide or have the choice.
- Inconsistent in terms of student benefits, student-faculty advising and academic standards.

- Not too good a reputation. There are different reactions. It is thought to be a holding tank for students who don't know what they want to do. This, however, is not necessarily a bad function. Classes are fairly large. Not sure about the quality of instruction.
- Very good reputation for quality of teaching.
- They have a positive reputation in that the faculty seems to be committed to teaching, and that they serve non-traditional students.
- It is one of the best colleges on campus. It has a flexible program that grows with the times, keeps up with current trends better than other colleges (content and teaching methods both).
- They do a good job of instructing.
- Positive effect: Can transfer to other colleges at U.
- In the eyes of many, who might be uninformed and ignorant of the true situation, it may have less status attached to it than the rest of the U. (Don't think I feel that way, however).
- Seems to have a good reputation and gives those students who don't have good academic marks a chance.
- From my limited association with it, it seems comparable to rest of U.
- I think it has a lower reputation now than it had in the past. Under Horace Morris it was distinguished but it has certainly lost its status. Under its current leadership it seems it will have to struggle for its very existence.
- Really haven't heard too much about it. It does provide an option to students in other programs, in addition to serving students in its own programs.

University of Minnesota Counselors Group

Answers to Q4--From what you have heard, what would you say is the reputation of General College on campus?

- Very good among those who work with the students and faculty. I think G.C. serves a special need and that is its value. When you work with them, you understand how well they fulfill the need but if you don't work with them, maybe some misunderstanding about how the college meets the need, or some misconceptions.
- Mixed views but my impression is that G.C. is less rigorous academically than other colleges because of admission criteria. I see it as an important vehicle for students to participate in the University system.
- Moderately good reputation--somewhat improved but still somewhat negative.
- Teaching excellent.
- Two factors: 1) seen as college less valued. 2) offer programs not available in other colleges.
- Students would be different. Faculty are very dedicated. Good counseling and teaching program. That's the college if you can't get into any other. But that opinion may have changed, hopefully.
- From those in the college, they like it. I haven't really heard anyone comment either way.
- It's aspiring to status of CLA. It seems to be trying to broaden itself.
- Among the people I know and respect, I don't think there is general respect for what they're trying to do.
- I hear it is an innovative school. It has the highest minority enrollment. There is opportunity for non-traditional student support groups. Design your own program. More interesting choices.
- Good starting place for people who can't get in otherwise.
- Their status is less desirable than other colleges on campus. It does meet many needs but it is more of a junior college. Student have more input into their programs and have to do more thinking and take more initiative because everything is not spelled out for them--they have better opportunity to learn decision-making skills.
- It is improving. Its past reputation was that it didn't live up to its full academic hopes. Now people have expectations that it will meet the needs of the developmental student. It's for student who have potential to move into other colleges but are not quite up to that potential yet.
- Very good. This is my first year at the University and people have nothing but good things to say about it.
- That academic standards are not as high as other colleges but teacher ability and time spent with students is superior.
- Ranges from good to bad. "Reputation" is a loaded term. G.C. helps students with problems. But it has an Image problem itself. What its reputation is depends on who you are talking to.

- From faculty's point of view, its reputation is not good. From the students, its reputation is good. Unfortunately it seems to be known as a dumping ground.
- Underrated--most people don't understand good services it offers.
- Open admission means students coming in are non-traditional. Great place for non-traditional student.
- It's somewhat easy. It is flexible in terms of degree program.
- It varies. I get mixed reports. From some students I get the impression they are very satisfied in G.C. and it serves their purpose as it relates to them. It does give them the background they need for the program they are interested in. But then some students aren't too happy with it. They are more apt not to have come to terms with their own deficiencies and where they really are academically.
- The reputation I perceive is that G.C. students are sort of 2nd class citizens. That, however, is not my personal view.
- Generally not favorable. It is seen as a sort of Junior College below CLA.
- Excellent. Open admissions. It is a 2nd chance for some students. It is a non-traditional college. Many student options. There is an openness to variety of racial, ethnic groups. It's really committed to that concept and is a real strength on the campus.
- Depends on who you talk to. Some say it is a friendly place where you get a lot of attention. Others say it is where you go when you can't make it.
- It varies. The old stereotype still exists. It is an easier degree, less respected. It provides alternatives for students--in some ways this makes the college more valuable than getting a degree in another college.
- Tolerated--not widely supported.
- Adequate. It's reputation is changing for the better. This change hasn't caught up with a lot of students yet, but it is gradually becoming mildly favorable.
- Great for adult students. It is more specifically vocational--stresses marketable skills. It is a viable alternative to the School of Management.
- Cooperative, open, accessible people dedicated to teaching. There is concern for real issues, practically applied areas, concern for minority students, etc.
- Strong reputation. Seen as college that is innovative. It develops people--moves them a long way.
- Way to get in to the U. The classes are not all that challenging. The handicapped use G.C. to get in. Doesn't measure up. The classes they take can't be applied to CLA.
- Depends on who you talk to. The students highly recommend it. Negative statements come from CLA faculty. G.C. students have very good things to say about it.
- Depends who you talk to. Well regarded by staff and students for the most part. Old stereotypes die hard. It is still somewhat negatively stereotyped, but people who've had experience with it seem to like it. It provides fine structure.

- Among faculty the perception is different than students' perception. The faculty say it is not really needed on U campus because of availability of two-year program at community colleges in Twin City area. Students who might be interested in G.C. could be undecided as to what their career objectives are, and they might feel G.C. is a good starting place in a large University system.
- Like a community college. Good college.
- It is negatively stereotyped. Some students in CLA are prejudiced against it. Serves the scapegoating need. Students in G.C. may lack background. Their quality is good. Is helpful to re-entry women. It allows people to come back to school and make something of themselves.
- It has a mixed reputation. Those who value its special contribution are positive toward it. Those who don't are negative.
- It is a back up for students who have trouble hacking it in CLA.
- Mixed reputation. Some students are anxious to get out of G.C. and get on with liberal arts work and they can't wait to get out. But for those students who expect to get their degrees from G.C., they are quite positive about their G.C. experiences.
- There is still some stigma attached to being in G.C. Therefore some of the students who should be there are reluctant to go there. If there are respected people who started their careers in G.C., they should let that be known.
- The reputation is that the students are of average and low ability. The faculty is above average in teaching ability and commitment. The faculty is below average in its research production and outrageously below average in salary. It plays a vital role at the U, and we should support it.
- It is the place where the best teaching takes place. It has a reputation for having an advantage for students who are not the typical students. For example, students who have ability but haven't performed well in high school now have the opportunity to show what they can do. They have the most student-oriented faculty of any of our colleges.
- Kind of mixed reputation. A lot of people--both students and faculty--see it as a real asset. It meets the needs of students that are not met through other colleges. In the past it hasn't been as well looked upon as some other colleges, but this seems to be changing. Some minority students feel they've been shunted into it when it might not have really met their interests.
- A creative and dedicated faculty providing specialized programs and educational options for a unique group of students. Important to have such an option here at the U. It is the University's community college.
- Very positive. However, some other units look at it like a step-child. Most of its students seem to feel good about it.
- Average reputation.

High School Counselors Group

Answers to Q3--Based on your counseling experience, what types of students are you most likely to recommend General College to?

- Students who want college but don't qualify academically for another college.
- Kids that can't make it in regular college. Kids that have strong feelings about community college not being a real college--I suggest they take a look at G.C. Sometimes I suggest a specific program offered at G.C. They have an open door policy at G.C. like the community colleges.
- For students who aren't sure whether they want to go to the U, it is a good place to start. Also for those whose academic records aren't too good, and are worried about their chances of being admitted to another college program.
- There are some cases where G.C. is relative to occupational plan, but it usually ends up those who can't get into College of Liberal Arts.
- Recommend G.C. to two types of students:
 1. Those looking for specific program that general college offers (e.g., legal assistant).
 2. Those who don't qualify for admission to other colleges at U.
- For a student who has desire to go to college but can't qualify for C.L.A. or any other college, and yet he really wants to go to "the" University. It's another option--one we should keep open to the students.
- It's a perfect answer for students who want to go to college but can't get into any of the other colleges.
- For students who don't meet CLA requirements but are committed to go on to college, and for some reason want to be on a big campus as opposed to a community college.
- For students who would like to go to the U. of M, but doesn't qualify. There are a lot of students who really want to go to the U and couldn't do it any other way than through G.C.
- For people who have a strong orientation to go to the U, but don't qualify for CLA. Or possibly a student who has graduated from a vocational school but who needs or wants to go on for a higher degree.
- The students I recommend G.C. to are primarily those who want to go to the U of M but can't meet criteria for admission or are so unsure of themselves that they aren't ready to commit themselves to a liberal arts or a technical program. Also, I refer students who I feel need study skills or help in adjustment to college life, etc.
- Recommend it to students who have realized late in H.S. that it is important to go on to college. They usually have low test grades and do not qualify for CLA or other colleges. It's usually the same students I would recommend for community college except that the ones I suggest G.C. to are ones who are not afraid of the size of the "U."
- I recommend it to students with a negative image of community colleges who would like to associate with a large University complex.

- For the students who really want to go to the "U," who want the bigness, the cultural experiences, the experience of meeting people from all countries-- but who can't make it into CLA (because of poor grades or poor test scores). It is a place for them to get started at the U.
- I would recommend a community college first because I feel they have a broader program. However, I do recommend G.C. to students who want to go to the big U but don't qualify for other colleges at the U because of low grades.
- Students who are ineligible for other colleges at the U.
- Those students who want to go on to college, but who have shown deficiency in learning skills yet still kind of insist on going to college and aren't interested in community college or AVTI.
- Those students not eligible for other colleges at the U but who want to be on the main campus because of athletics, music, theater, etc.
- I would say I'd recommend G.C. to the student who is undefined in his major and whose general performance level in academics is about C level.
- It all depends. I based it on their academic records and their need for more basics. If they need more basic skills work, they should go to G.C. The advantage of G.C. is that it is open to everybody so all kids can get some upgrading in their education. Here at Highland most students go to other colleges.
- Recommend it to "late bloomers."
- I'd recommend G.C. to students who may not have done very well on their preparatory work here in highschool but who do desire to go to college. Thus he can use G.C. as an entrance to college, a place to prove himself.
- Generally, I work with 9th and 10th graders so I don't necessarily work with the students who are going right from school into college. The students with potential but who haven't shown it in high school would be the ones I would recommend G.C. to.
- Well, I don't usually recommend a student to General College. If I have a student in this category, I usually recommend a community college.
- A student who doesn't really know where he is going but wants to try something. Perhaps he might be rather deficient in some skill area, such as math.
- It would be mostly for kids that are undecided, or unsure, or not as high scholastically. There is a lot of interest here in Burnsville for the Institute of Technology there at the U.
- I don't like to use the word recommend when working with students. I prefer the word advise. I might advise G.C. depending on what the student needs.
Types of students to whom I advise the consideration of General College:
 1. Wants U experience but does not qualify.
 2. Wants work experience exposure (they have some programs like H.S. work-school programs).
 3. Wants more skill-oriented education--more job training and school mix.
- Could suggest it to almost any of them. Lots of them are in doubt as to what they want to do.
- Suggest it to those that are not definite in what they want to do.

- Don't recommend it to very many. Most kids want CLA. We talk about G.C. but it seems easier to go to community college which is handier than the U. The kids seem to think that G.C. is dead-ended, that it is too hard to transfer out.
- For those who have fairly high potential but who have not had high achievement in high school.
- We are well served by Normandale but I feel G.C. is necessary for the City schools. It could be recommended to those who probably haven't done well in high school so they can't meet the obligations of the other colleges. It does give them a second chance to prove themselves.
- For someone who hasn't done well in high school but feels they want to go to college but probably can't qualify for any other college.
- For a student who perhaps has decided to go on to school but has not kept his grades up in high school. It gives them the opportunity to have a fresh start-- get some support services. Short term programs are available or preparatory classes for transfer to other colleges.
- For students who want to be flexible in regard to academic performance, who may not want structured classes but wants some flexibility in classes, etc. (such as independent study). Also for students who have good ability but have problems with a regular program.
- I'd recommend it to kids that still need additional work with the basics. Sometimes at General College they can find themselves.
- For those students who did not do well in high school or are too immature when they start college.
- For those students who need close monitoring, remedial instruction, and some enhancement of their self-confidence for academic achievement.
- A student who has potential but has never used it--to give them a second chance to use their ability.
- I would say students who don't qualify for a regular two-year or four-year college. However, I think the Community Colleges have reduced the need for the General College.
- The same ones I would recommend to community college. They're the ones who don't meet the entry requirements for four year colleges and those would be the ones I would recommend.
- For the student whose college aptitude rating is below 140 and above 100. I sometimes offer G.C. to a student who isn't interested yet in any certain vocation. Others I might recommend a vocational school for.
- One that does not qualify for other colleges.
- The kind that have a combination of low or very average GPA's and low college testing scores so that this would give them college experience.
- I would say students whose potential to get a four year degree is questionable or who needs to prove himself capable of getting through a college program.
- Generally those whose test scores or grades are lower than what it takes to get into a liberal arts college.

- For the students who want to go to college and don't fit the requirements of a regular college. Also possibly students floundering about what they want to do. G.C. might make a good start for them.
- I recommend it to the ones who come back with a reject from CLA.

General College Students

Answers to Q3--From what you have heard, what would you say is the reputation of General College on campus?

- I enjoy it and think it's a great program but other people who are not in it tend to cut it down.
- I know G.C. students are looked down upon by students and the entire University. It's just a general feeling.
- Low reputation. Thought of as dummies.
- There are good points, but there's mostly bad. A degree from G.C. doesn't seem to mean as much as a degree from another college.
- Very good. I do not know in what way you mean. Do not understand.
- Well, I guess people don't think of it very highly. Like they think if you're in G.C. you've got a learning disability or something.
- Kind of lower key as far as the programs go. Guess it's just OK.
- People that can't make it into CLA go into GC, so it has a second class reputation.
- I know it's not good.
- I would say that G.C. is no big deal. It just doesn't have too much to offer.
- It's not bad.
- I think it is thought of like a high school, but over all, most people don't know about it at all.
- People think it is kind of a second-rate school because it has an easier admissions policy than other colleges on campus.
- Probably not as reputable as it could be. I guess there is a certain stigma attached to the G.C.
- It has both a good and bad reputation, I guess. It's noted for students who may never have had a chance to go to college without it, so that's the good. But it's also known as the "jock" college or the college of people who weren't smart enough to get into CLA.
- I don't think it has a good reputation. I wouldn't recommend a degree through G.C., but it's OK when you're just starting out.
- CLA and IT think it's for idiots or rejects of their programs.
- I think the reputation is that it is an easier college, but now that I've seen some CLA kids in G.C. classes, I think that reputation may be changing.
- Its reputation is lower academically than CLA.

- Not very good reputation. Everyone says it's not a good college. It's for people who are behind other people and haven't had as much education.
- I don't know--to tell the truth, I don't hear anything. Well, people just take GC to go on to another higher college, anyway.
- Its reputation is that it's the easiest college, and it's just like high school. People just look at you like you're not as good as they are when they know you're in G.C.
- Well, they consider it a bone-head college. Because anyone can get into it.
- I only read Daily newspaper articles, but they say G.C. doesn't have the reputation for as good standards as the other colleges do.
- I haven't heard alot because I'm there and gone right away, but I have heard some comments that it's rather like high school or Grade 13.
- Not as high in academic standards as CLA.
- Not real good. Everybody hates General College, but I feel that we need it because some kids don't have the grades and still need to prove themselves. Some don't feel it's necessary but I do.
- Pretty good. People seem to take seriously, understand its functions, and respect it for that.
- I don't really give a hoot! Well, even if some say it's a college for dummies, I think it's a great place for a start and a jump onto CLA.
- Its reputation is of giving minimum quality of education at the U for people who can't get into any other college.
- Not the best reputation, probably because the rest of the students at the U don't look at it as something important.
- I guess it's less well known than most of the other colleges, and generally I receive the impression that it is not as highly regarded as others such as CLA.
- It is the first college for some engineering students to start with to take some background science classes in, just as for some business students it is important for them to start in CLA.
- I never hear anything bad, so I feel the reputation is good.
- Well, when I first started I heard it was a downer (everyone put it down as not being very good), but now I've dealt with three different colleges over at the U, and I think GC is the best.
- There is a general overall low opinion of GC. Either people don't know what it is or they think it's the school for those who can't make it academically.
- Well, CLA students feel that General College is not as demanding.
- The CLA faculty has a very poor opinion of GC. They automatically expect the academic work of General College student to be lower than the CLA student.

- Well, people seem to think it is the dummy school.
- I think it needs to improve its image and reputation.
- I'd say the other students at the U are pretty snobby to the General College students.
- I don't think people view it too well. I think it is a stepping-stone toward something else or a different degree, which is a good purpose for it. But a lot of people don't view it as a serious college.
- Not too good. It's like a high school, something you try to get through to get to another college.
- That it is a school just a little higher than high school that doesn't meet the grade of CLA or I.T.
- Sort of looked down upon. I applied for a Baccalaureate of G. Studies and a lot of kids looked down on me for it because they don't think it is as good a school.
- Low. People consider it about the same as a junior college.
- Well, my impression has been that it is a college for kids who can't handle CLA, which I think is unfounded.
- Fantastic. The morale has really picked up in General College. The students and faculty are great.
- Really good. I've heard good things about the opportunities it has, the good classes it offers.
- Real good. Offers a little more personal help--more one to one advising and counseling for each student.
- Good. Some say CLA just isn't for everybody. For some it is easier and better at G.C.
- Not very good. People not in GC think classes are easier. G.C. is called Nicholson High School.
- From what I have heard, it is growing in status. Everyone used to think it was a sluff-off school, but now after my being in it and talking to my advisor, I and others are realizing it is just as beneficial to us as a CLA degree.
- Good school. Has good teaching.
- Adequate reputation. It is a stepping-stone where a person can begin a college career toward a desired goal or education before moving to another program at the U.
- Very low. People say GC is more like high school classes.
- The people at GC are considered to be really nice. The counselors give you a lot of time--they're friendlier than in CLA.

- Not very good reputation. They say that since you don't have to take admission tests, it is easy.
- Good, because it gives people who can't get into CLA a chance.
- Low, very low. It's considered a basic college that you don't need any grade point average to get into.
- Good as far as getting you prepared for entering college or to start you in a program.
- Very good reputation from the standpoint of teacher quality and good material covered.
- It isn't as good as it should be. People in other colleges have a tendency to look down on GC.
- Low reputation. College anyone can get into, so anyone with the slightest bit of snobbishness, looks down on it.
- A lot of people from other colleges kind of look down on it but I don't think they understand the idea of it--that it gives many more people an opportunity to advance their learning.
- There are different views depending on whether you're inside or outside of the college. Students inside GC feel it's real good and serves their purpose. Students outside GC don't really understand the college and feel it's merely a continuation of high school.
- It has its good points and bad points. Good points are better student-teacher relations, not as crowded classes. Bad points are that they are a little too general on their requirements--should be a little more competitive, i.e. with other students in general college.
- Reputation is sort of half and half. General College students say it's really good but people not in GC tend to take a negative attitude toward it.
- Overall it's looked down upon by other students at the U--as though the students in GC weren't as smart. Students in GC apologize for being in GC. They shouldn't but still they do because of the stereotype it has. I've taken some classes in GC that are even harder than in other colleges and some are easier so it evens out.
- Kind of bad reputation. Some students put us down, think we should transfer to CLA or IT.
- Personally, I regard it highly--more than other people who haven't experienced it. Some, if they haven't been there and are not familiar with the curriculum, tend to look down on it. I have a 2-year certificate from GC and am thankful that I was able to go to the University and get the atmosphere there and some schooling without having to go for the whole 4 year degree.
- Very good reputation. I don't think I'd ever go into CLA. I think the opportunities are as good in GC, if not better, for jobs. My degree is marketing is more specialized than a general business degree and I think I will be able to find a job easier.

- Probably not very good--average to not so good. I think it's changing, but a lot of students in other colleges don't recognize the need for G.C. I see it as important for kids who would like more individual attention and need to go at a little slower pace.
- Foreign students like it because it has a lot of the basic which is good for them, but CLA kids think if you want to get a degree you should be in CLA.
- Very good reputation. I've talked to quite a few people, and they're very pleased that they can get a specialized degree. Other colleges don't offer the exact degree you want, and in General College you can get just what you want. I myself am very pleased with GC, too.
- I think it has a pretty good reputation. It has good teachers. They take more time with individual students than in CLA.
- Well, it seems that most people think it is easier than CLA or IT.
- Pretty good. It has a place because you can pick out the classes you want and set up your own degree. The counselors are more personable.
- Good.
- Not real good. I have strong views. I don't like it that some of the students get into fights, do childish things. It reflects on me and the looks I get because I say I go there.
- GC students think it is good but they don't consider it as well in CLA.
- Pretty good reputation. They get you ready fairly well to transfer to other colleges at the University.
- I think it's getting better all the time. It used to have a lot of athletes in it, and this trend is changing toward people who just want to come back and further their education.
- I really haven't heard anything--it's just a college.
- Most people think of it as a way to get into school, but judging from other schools I've been to I know the classes aren't any easier at the U's G.C. than in other colleges.
- I've heard it's not as good as CLA and it's kind of looked down on, but I feel it's a good opportunity. The special programs are very good--they have some good ones.
- Good reputation, but varies depending on who you talk to.
- I've heard it was for idiots, but since I've gone through it. I know better. I think it's starting to lose its lousy reputation--seems to be getting better.
- Very good reputation. People like the 2 year degree program.
- Varies. Some think it's a refuge for athletes and poorer students, and others think it's a start to lead to CLA.
- It's important to have this option for people who've been away from college for awhile. I don't know about reputation.

- Basically like high school. Get requirements out of the way so can go on to majors.
- Has a good reputation. The professors are more willing to help direct you in what you should take, and I appreciate that.
- Not so good. Most people talk about it like it's a high school and they prefer CLA.
- Below average. People in the other colleges think it's inferior because it's an open-admissions college.
- Not that great. Not as academically strong as the other colleges.
- People get sick of GC real quick because of the feeling that you get like you're not going anywhere. It's OK, but some people feel like they've wasted a year in GC.
- Not too good a reputation. Partly because of the lack of interest shown by GC students. They sometimes aren't very motivated--although some are.
- Has a lower reputation because it's the lowest college on campus, maybe because of its open-admissions policy.
- It's a "hell" of an opportunity for people who have a hard time getting into CLA. Others don't think it's very important, I guess, but I believe it's very important!
- Not so good. People in CLA seem to have the view that the people in GC aren't as smart as they are. But I think it is a good deal for students who aren't sure of themselves or what they want to do.
- Everything I've heard is good. It's a good way to sort of "break in" to college.
- Good reputation with GC students, but criticized by CLA students. Most don't know that the GC has changed and is much better than it was in the past.
- Good. Teachers are really good.
- Haven't heard much about it, but most people use it to transfer to CLA. Seems to have a good enough reputation.
- I've heard it's a good program. Teachers are very helpful.
- All right, only fair. Some of the credits don't transfer to CLA.
- Just transferred here this last quarter--really don't know much about its reputation.
- Fairly good. Gives people who aren't high scholastically a chance, too.
- Good reputation.
- Bad. It's an easier college to get into so the other students don't think it's "up there," you know.

- It depends on if you're asking GC students or other students.
- Most things I've heard are favorable. People like the philosophy of the GC.
- Pretty good reputation. The courses are good and some of the classes are pretty hard.
- I've only talked to other GC students, but for me it's been great. Well, the professors and classes are both good. The professor have been a big help in guiding me and I hope to go on to CLA next year.
- Has a very good reputation as far as students go. The professors are good, and there is a lot of choice of classes available.
- Pretty good. There is a large diversity of people here. It's good for a stepping stone to get into CLA.
- Well, from what I've heard basically people are kind of indifferent about it. Most people don't know that much about the GC, so I just don't feel they know what they're talking about.

General College Students
(Those who answered yes to Q11)

Answers to Q11. If you had it to do over again, would you go to General College?

- I went back to school after 10 years of not being in school, and I needed a refresher course to get going again. I got it in G.C.
- Because it was my only available option at the time other than Metropolitan.
- It is an open admission college and can act as a stepping stone.
- Because I needed to pick up on some of my remedial skills before I transfer to the School of Nursing.
- Yes, because my experience has been: my education has been as good in General College as it was in CLA (started out in CLA).
- Yes, because I feel that the professors in GC are more concerned for the students than professors in other colleges.
- Yes, because I transferred from St. Cloud and I guess my credits transferred best to GC rather than to other colleges at U.
- Yes, because I felt that I could get into a program that I set up for myself to something after college. I can't complain about any of my classes--all were good. I have had great counseling.
- I'd start in GC but not finish there. There is too much hassle in the baccalaureate program--not well planned. I'm thinking of transferring to University College to try to get my degree quicker.
- Yes, because my background coming out of high school was not so good.
- Yes, in terms of going back to school after 10 years. I was able to refresh my learning skills in classes like match before going on into more difficult classes. The counselors and faculty have been very supportive. Have done internships in research and statistics--I take CLA and IT courses as well as General College courses.
- Yes, because it's more my style of learning. Like smaller classes and all that. Wish we had a nicer building, though.
- I like the Human Services Program I'm in.
- I'd go in a second--small, comfortable school, very supportive. Helped me get started right at school.
- Yes, because it prepares you better for the rest of the University system.
- Yes, because it gives you a more practical outlook--specific skills you can really use for jobs in life.
- I think it is more individualized--my advisor, e.g., has been more help than some of my friends' advisors in CLA. In fact they don't even know their advisors, actually don't even know who they are.

- Yes, because I didn't start school until I was 27. I had not completed high school, so I was really scared to go back, but GC has done well by me.
- Because I really enjoyed courses I took in G.C. that weren't available in CLA.
- Yes, because I feel it gives you a wider choice of different courses and interests you can get involved in.
- Yes, because I enjoyed the classes and the professors.
- Yes, mainly because I'm learning more practical things that will prepare me for the job world.
- Because I was accepted into G.C. right away and it's been fine.
- If I had gone to CLA, I might not have known the opportunities here at GC. I like the programs of G.C.
- Yes, because the amount of people in the classroom is smaller--it's more like a working group. You get to know your instructors better--help is more available to you that way.
- Because there are a lot of interesting classes, good teachers who are better able to communicate with me and teach me more stuff.
- Yes. For my experience and what I wanted to get out of college, it was necessary. I had to get my academic level up in order to go on to get my degree. (There was a 5-year gap between my high school and college years).
- Yes, because starting there got me off on a good beginning program with an all-around view.
- Yes, because I've liked it.
- Yes, because classes are smaller and my major is para-legal which no other college at the U offers. The chance to meet and make more friends is better because of smaller classes. More individual contact with professors and teaching assistants.
- Yes, because it would give me something to do instead of working.
- I feel it is good experience and better than community college.
- Because it helped bring me into college. I was out three years between high school and college and I felt that GC made getting back easier.
- I'd go again but hope to transfer out into CLA this summer.
- I plan to transfer out before I graduate--probably next year, but I think it's been a good starting ground.
- It's a good experience to come into a college where you're not on top of the pack--good humility training. I wouldn't hesitate to do it again.

- I've certainly enjoyed it. I'd say yes. It's a rather flexible college--good for people who aren't sure of what they want. The counselors deal with you a little more personally. The enrollment is not so high that it is hard to get to talk to a counselor.
 - Yes, I'd go again because the classes are small and more individual attention is given to the students. The General College, however, restricts you from taking classes outside the college, and I feel you should be able to take classes wherever you please if you are paying for it. That would be a negative feature. The procedures for admission are very drawn out--that also is a disadvantage.
 - Yes. It's been a really good experience. It's been exactly what I wanted--a wide range of subjects.
 - Yes. It's smaller and you see more of the same people. To start out, it's nice because it is smaller. It's easier to transfer credits from G.C. to another college while in G.C. than to take a G.C. class while in another college. Some of the classes I'd say are better in GC--like biology. I've taken that both in CLA and GC.
 - Yes, it seems like you get more help. Faculty is more concerned for you both personally and academically.
 - I have no regrets. I feel I've gotten what I want. I haven't had pressure. From talking to other students, there is more of a hassle in CLA with the larger classes, etc.
 - Yes, of course. Because of the special attention I get from instructors in GC.
 - Yes because I needed the basics, but I do intend to transfer to CLA.
 - Yes, I would. I'm really pleased with G.C. I like the teachers and the people in the counseling department. I like the classes offered and the convenience of it and the fact that you can choose your own courses for your degree.
 - Definitely, because I get more out of GC because of its slower pace. I learn quickly but like to go at a little slower pace and have more individual help.
 - A good place to start for people who never did anything in high school.
 - Yes. I've been in different schools at the U. I think GC is more personable and more interested in teaching you a skill than in rounding out your education. I also like setting up my own program. If you want a specific degree, you can put down the classes you feel could be most helpful and then submit it to the GC College Board and if they accept it, you can take those courses to get your degree.
 - Yes. Without it I probably wouldn't have gone because I wasn't accepted by CLA.
 - Yes. That's the only way I could get into the U. I didn't feel I was ready for college yet. It is a building block for me. I intend to go on to CLA and then graduate school.
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- Yes, because GC emphasizes more about where you are going--what your goals are. It is for people who want that, whereas in the other colleges they usually already know. You can pick up classes in GC that you missed in high school.

- Yes. It allows more people to go to college who wouldn't normally qualify for other colleges. It's a little more personalized--the classes are smaller, and the professors get to know you a little better.
- Yes. It was good for me to help prepare me to go into the business school.
- It's a good starting point, especially for people who don't know what they want to do.
- Yes, definitely. They prepare you better for graduate work.
- Yes, because it is better to get in the regular University where you have a chance to get into better colleges later. Some kids mess up in high school, but if they have the chance to get into a big-time school like the U of M they should be given a chance because 9 times out of 10 they will work hard to make it.
- Because the marketing program they have is very good and that's my interest.
- There are a lot of good programs and teachers, and I personally feel that the teachers in GC are more willing to help students and I like that.
- Becuase in my major I can graduate through the General College.
- Just to get the basics down.
- Yes, I need it, and I have a lot of children at home so I must go.
- I think it's a good place to satart when you're not quite sure what your major is going to be.
- I like the little groups you're assigned to for registering and stuff--it's really helped me a lot.
- Because it gives the student who didn't have good grades a chance to get a degree, too, and that's me.
- Yes, because that's where I have to start to get into CLA.
- Yes, it will help me to have some basic match and English.
- It's an easy way to get acclimated to college, and I enjoy being on campus.
- I like it--I like the professors better; they are definitely much more helpful.
- It has really been a good start for me.
- Yes, because that's where the para-legal college is, and that's what I wanted.
- Well, yes I guess so--at least I learned something as opposed to learning nothing!
- Yes, because it's the only way I could have gotten into college because of my poor high school grades.
- Right now in my life I need the reassurance of having good grades. I'm transferring into CLA next year. I like the teaching staff in GC, they've been great.

- I think it's worthwhile. A lot of stuff I missed in high school I'm getting now, so I'll be ready to transfer into CLA.
- Hopefully if I had it to do over I could get into CLA, but if I were in the same circumstance, I'd go again. Like I said, it's a fantastic opportunity.
- Yes, because if I had been accepted at the college I originally wanted, I might not have made it the first year and I would have gotten discouraged.
- I really like it--it's smaller, and you really get to know people.
- It was the perfect place for me to start after 12 years of being away from school.
- Probably because it gives me a better view of what I really want to do.
- Well, it's a good place to start--much easier than CLA. For me it has worked.
- Yes, because I think it's easier than the other colleges.
- I'd take GC to start off again and work my way into CLA.
- I like the classes they offer.
- They've got a nice Indian Studies program there, and I'm a minority student. They have a lot of good choice of courses.
- I'm only going to GC for a couple of years so I can get the credits to go into an academy, and it's doing the job for me.
- Yes, because it's the beginning of going to a University for me.
- Yes, because of the fact of what I'm going into, which is aviation, and it's the only college that offers it.
- Because I think it's pretty fair and I've learned a lot through it.
- Because I couldn't get into CLA--I'd rather be in CLA, but my grades weren't good enough.
- Yes, because it's a good way to take general courses and not have to choose one field right away.
- Because I'm not planning to stay at the U for the next four years, and I can take general classes rather than having to get into specifics.
- I think it's a real supportive college and I probably would have dropped out by now if I had gone right into CLA.
- Yes, but only because I couldn't get into CLA. In GC I can work my way up to CLA.
- It's a really good first year--I took a couple years off after high school, and GC really eased me back into school life again.

- Yes, because I'm undecided about what I want to do and it's easier than the other colleges.
- Yes, but only if I had. It helped me get back into the swing of things. CLA would have been too much for me.
- Yes, because it's good experience and it fits my own needs.

General College Students
(Those who answered no to Q11)

Answers to Q11. If you had it to do over again, would you go to General College?

- No, because the overall G.C. does not prepare you for real college work. They need better classes and more transferable courses.
- No. In other colleges more things are offered. That's the main reason.
- No, because if I had had my choice, I would have gone CLA. However, I do like the smaller class size and the teachers in GC.
- It's not my major--I haven't had any subjects in my major.
- I don't like it. I feel like it's a hindrance, like I'm kind of in a trap and I'll never get out.
- It's too easy! It's not specialized enough; I don't feel like I'm getting anywhere.
- No, because if my grades were better I'd have gone right into CLA, but then who has it to do over again?
- Not if I had my choice--if my grades were higher, I would have been in CLA.
- No, because so far I haven't gotten anything much out of the classes I've taken.
- No, because it's just not the place for me. It's not in my plans or goals.
- No, because I'd rather go to business college, but when I first came, they accepted me at G.C. I will add, however, that I'm not unhappy with G.C.
- I'd rather go to one of the regular colleges right away because it is going to be hard for me to get out of here--I have a tendency to get a little lazy.
- No, because I'm transferring out, and I guess if I'd known I'd be transferring out, anyway, I would have started right in CLA.
- No, because when I applied I didn't have any idea I could make it into CLA, but since then I've found out I probably could have made it, after all.
- I only signed into GC because I didn't know I had any other choice. If I had it to do over again, I would go right into CLA.
- No, because I don't like the idea of having to stay in General College when I want to be in a pre-business course in CLA. I can't be accepted for CLA because they say they don't accept some GC courses in CLA in their business major.
- No, because my major will now be business in GC, and I think I could have done better in Business School. Also I wish the dean of G.C. would have better informed me and other students of the requirements and alternatives of getting a degree sooner and with less extra credits.
- No, because most people look down on it. I would have chosen another college like CLA or something.

- No, because in General College I can't have a specific major, and if I graduate from GC, I don't think I can get a good job.
- No, because my major being dentistry, it seems like my year in GC is wasted.
- No, because I want to go into business administration. Also it's too much of a hassle registering.
- No, because there is not enough challenge. Too easy.
- No, I would not, the reason being the stigma attached to General College. The instructors are excellent, but the General College just doesn't have the same reputation the other colleges do.
- I don't feel I've learned alot because it is too much like high school--it is more for kids with less background, or foreigners, etc.
- I would go to CLA because they have a program that I like now that General College doesn't have.
- No, if I had paid attention to what I was doing in high school, I probably would have started out in one of the more specific colleges.

University of Minnesota Counselors Group

Answers to Q11--Do you have any comments or suggestions about General College that you would like to add?

- I think it's just fine. They are doing some things very well. They are doing an excellent job of fulfilling a need--and there is a need.
- Some problems about the B.A. program.
- It's important for them to continue to educate people on campus and the public about the program. It needs more visibility here at the U.
- Should further encourage the Dean to increase emphasis on faculty to design programs to help students develop skills that will make it possible for them to move into other areas where there are greater career opportunities.
- I'm impressed with their course offerings. I wish CLA would offer similar ones.
- I'm a graduate student and work with students that have learning handicaps. General College provides a good opportunity to try out their skills there and then maybe go on to other colleges or be content with G.C.
- CLA classes are larger and more impersonal. The professor doesn't feel obliged to break down complex material. G.C. professors are student oriented. They try to make the material more comprehensible to the student. It is more personal. It is necessary to be here.
- If budget crunch continues, it might be wise to consider a merger between G.C. and CLA.
- G.C. is making an effort to educate the rest of the U as to its worth. It is a good place to start out. I feel really good about it.
- The only problem is that some students are afraid they can't get out of it when they want to. This is not a true perception but it is still there.
- I think it has a function and place on campus. I know the stereotypes but don't agree with them. The students are the same as other students in ability.
- I feel strongly about the need for G.C. It serves a unique function at the University. It provides the University with an open door college plus the nature of its programs provides residents of the State with more options to choose from.
- I think it's a terrific place and they do all kinds of things they don't get credit for, but I don't know how to change the perception. I think if Reports did an article on the interesting things being done in GC, it would help. Reports is the publication that goes to all faculty and staff.
- I think it is valuable because it gives those students who haven't done well in high school for whatever reason a chance to do better, and to increase basic skills. More importantly, it is an opportunity to earn the opportunity to get into other colleges. It gives them an opportunity for a college education, an opportunity that wouldn't be available to them otherwise.
- I received material on Anniversary Year but couldn't attend.

- I personally feel it is providing a valuable alternative and ought to be respected.
- The negative reputation of G.C. is hurting the college out in the business community. You need to re-educate members of the business community. G.C.'s negative image is hurting how people see the value of a degree from G.C.
- It would be unwise for the U to cut back on G.C. It should be beefed up.
- Go more for re-entry adult women students.
- Make people more aware of degree possibilities in G.C. Get out more information about BAS and BGS degrees.
- Should have more minority faculty tenures. Surprises me that it hasn't attracted more.
- G.C. needs a new building--new facilities. It's like a Help Center, for economic problems and everything. Serves important need. Would be terrible if G.C. was dropped.
- Would be important to provide courses that can apply to CLA--like Anatomy, which is similar to requirements in CLA. There are a lot of courses taught by graduate students, and G.C. students have felt this wasn't as good as full professor.
- Hope it survives. I like it to be around as an option. It has a unique mission in its emphasis on a 2-year program and then working into other colleges as well.
- The general purpose of the college is excellent and it should continue. It seems to be built on a solid base.
- I'm not sure of the validity of G.C. There probably is duplication between G.C. and Twin City community colleges. (I'm referring only to 2-year program). They should keep the 4-year program intact for those transferring from vocational schools. The 4-year program should give some credit for completion of work in vocational schools.
- They should have more minority faculty than they have and more emphasis on careers than they do.
- I really believe G.C. offers help to women in the state. Really important. It looks out more for the interests of non-traditional students. It offers them more than any other college in the state, and I feel very supportive of that.
- There should be a more coordinated effort in their student affairs center to work with other units at U. Shouldn't be isolated!
- There isn't much other publicity besides the General College bulletin. The image is negative. There is a lack of awareness of the classes and programs offered.
- It's a valuable program. They offer degree programs and certificates not available elsewhere on campus. The work they do in preparing students for other colleges is a valuable contribution.
- As an extension division counselor I often work with adults who have been away from college for awhile or never attended. I advertise G.C. as a comfortable environment for starting at the University. I like G.C. and feel good about the help they give students. As a counselor, I'd like to have available placement

data if they have it so we could say to students that a certain percent from G.C. are place in jobs.

I think the Dean has done a good job. I like the "P.R." job she has done. I like her being in that position.

G.C. has a good working relationship with Extension.

- Keep up the good work. They are doing a good job and I wish the financial support was greater for them. It is ridiculous to expect that the percent of students from G.C. going on to grad school could be the same as CLA. To criticise General College for putting more emphasis on vocational preparation is unjust because the University as a whole is mandated to be concerned about careers and vocational education.
- I hope that your results will show a strong support for the idea of a General College.
- I think in some way they may be doing a better job of preparing students for work than other colleges. They're more pragmatic and less theoretical. My overall reaction to G.C. is very positive. They provide a very essential form of education. Different people learn in different ways, and G.C. meets the needs of a certain group of people. I've seen a lot of students go to G.C. and then transfer to other colleges. Those students have been as well prepared to go into upper division work as those who have started in other colleges.
- They have an important mission within the University. With more adult students and students with non-traditional backgrounds seeking access to higher education, it is important to have a college within the University that can provide educational options for these students.
- G.C. offers more help to students who need to feel a sense of unity and one-to-one attention. There is some problem of a low image on campus. In the work areas off campus, they seem to have as much respect as the other colleges.
- Some of G.C. programs are redundant with what else is offered at the U.

High School Counselors Group

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

- I'm glad it is there. I think it's very important. The specific programs are very good and solid. More publicity is needed on skills laboratory. Results are very good with the percentages going through. Very necessary.
- From a counseling conference I attended (Update Conference in Navarre), I learned that General College needs to do more public relations as to what General College specifically has to offer in two year programs. Shouldn't just be a stepping stone to another school or program.
- It has a bad name--change the name--it's a downer. Needs a name with a little sparkle.
- I've been impressed by the amount of help that General College can offer students in study helps and career counseling.
- They certainly could do a lot more at the U to explain what the GC is for. The idea of going to the U of M is something some people really want to be able to say, but what college they are in is also of importance. So people should know what the G.C. is really for and what options are available there.
- Don't drop it! That would be terrible. I think the work in the occupational area is fantastic. At least students get a start in the General College. The credits can transfer to a further degree in anything, so it can be used like a junior college.
- I guess I would like more information about the G.C. students who actually do go on to a 4-year college and how they get along in the 4-year colleges grade-wise. Also, what kind of grades do students get in GC and, according to those grades, some information on how successful they are after they transfer to the 4-year college.
- I was pleased when they went into the 4-year program at G.C. and am also pleased with some of the vocational classes and programs they've added. I very much support the fact that there is a G.C. on the U campus.
- I would say they should expand if they are going to compete with community colleges. They should offer more courses that students can use to go on to a professional program. They can get all those good courses like trigonometry, calculus, etc. at community colleges like Lakewood, but they can't at the U's G.C.
- I would like to say that General College is a very valuable resource for many students--it allows them to enter college world with less stress and more acceptance than they encounter in some of the other U colleges.
- I hope G.C. continues. There is a need to have an open-ended program for students to prove themselves after high school.
- I guess maybe some leaflet or pamphlet coming out explaining the purposes, etc. of G.C. would be good.
- Keep it.

- "I'd like to know some information about the people that go on to graduate school (percentages) from G.C. Also need more information on what they determine to be the objectives of their school.
- Make it better known--advertise it more.
- I think they should do more publicizing of what's available for kids. The kids are not aware that there are four year programs available in G.C.
- I would like to see an easier transfer from G.C. to CLA like it is from a community college. Maybe just a C average should be acceptable.
- It is too bad that kids don't have a very good impression of GC, generally. It's hard to explain to them that it is an alternative if they can't make CLA and make it sound like a valuable alternative. It should be made to seem like a valuable choice.
- The book that you send out does a good job of explaining your school.
- Keep it going--it's doing a good job.
- Serving a definite purpose in helping students to adjust to college. The U is making greater efforts on this right now, but I think there is special effort in General College.
- I would like to see a representative from the General College visit the high school at least once a year to explain and talk about General College.
- If I had a chance to research it, I would. It serves a purpose--it gives the kids a chance to experience college even if they are not the best students. Very positive. There is a vital need for it.
- I'm glad we have it as an alternate for students who want to enter the U but cannot get into another college.
- I like what General College offers as variety of curriculum plans. I would like to see the attitudes of the general population change as to what General College now offers in their 2-year and 4-year degree plans.
- It is necessary to have a college like this for students to have another chance to prove themselves in the college field.
- I've never received any information on the U's General College. If they want it to go, maybe they should advertise it a little more.
- I'd like to see them do more in terms of small pamphlets and things like hand-outs for students. The CLA College and Business College seem to do more of that, and it would be nice to have things around that students could just pick up telling about the G.C.
- I think G.C. has been a saviour for quite a few kids who might not have had opportunity to go to college without that option. I would hate to see it close up.
- This is not a good time of year to do this survey. (Busy time of the year for the high schools).
- I think that in meeting with representatives from the schools that we really do not have much information about G.C. I think we should get more information about their programs.

- I probably don't know about General College as I do about some of our local community colleges.
- My biggest thing as a counselor is, how easy is it to get transferred to another college from G.C.? It's easier to transfer out of a junior college, as far as I know. I guess there is a fuzzy area there that needs to be better explained.
- I would hate to see them take away the G.C. since it has helped a lot of students who otherwise might not have had anything else to go on to.
- It would be helpful to be better informed on the G.C. We would like catalogs out here, too. Just more things in general to help us present it better to the students.

U of M Faculty
(School of Management)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

- They've done a poor job of marketing. I think they need to explain more clearly what General College has to offer and who it is available to.
- I think "U Without Walls" Program is the weakest program. [Apparently, this person has G.C. confused with University College].
- The question I have is whether or not it really belongs at the University.
- GC was started in the '30s to take care of those people who couldn't get into CLA. Accurate information would be beneficial now. There are some undergraduates from GC in the business school who do develop a good record and go on to get out from under the AA degree.
- Given the growth of other programs that serve the same need, I wonder if there is a need for General College.
- Might be nice to know what it does and what it is. [This person had never heard of General College].

U of M Faculty
(College of Education)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

- They should offer classes for General College students in the other colleges. There should be more interaction between teachers and students there.
- I guess I think the concept of GC (we don't have lots of schools--just one U) is very good--we take in a lot of students through GC. I think it serves its purpose.
- They probably ought to do more public relations about their strong points and their contributions to the students.
- I think it's doing a very good job--it is a very significant part of the U. The U needs it more than it needs the U.
- I see it as as close to open enrollment system as we've got so it's important to keep it.
- Need a new building.
- Traditional problem of how to give the community information on what the U does.
- It's a very unique institution within a state university. I didn't quite understand GC when I first came here but I appreciate its usefulness much more now.
- It is lamentable that GC tends to set up a second curriculum alongside other curriculum offerings in other divisions. There is a problem here of redundancy. They have their own psychology, statistics courses. Is this really necessary when they are offered in other schools?
- I have long thought that GC should be a model of intellectual excellence because it deals with people who have been badly treated by society (women in lower class family, for instance). They really should have a more decent building.
- I think it is necessary to maintain it.
- I guess the biggest thing is better communication with the professions they are preparing students for. We have experienced--speaking of the Music Department now--some very poor advising on the part of the faculty. [This person is on the faculty in music education].
- GC has an important place at the U to serve students who haven't made up their minds about careers. GC's goal should be: to provide assistance in career counseling, (counseling should not just be college related but also be job-related). My suspicion is that there are some, but not a great number, of courses or help offered for this.
- I would like to see that GC or something like it stays at the U.

- I worked with both students and staff at GC and they are really as good as found at other colleges.
- I wonder about rationale for four-year programs. Is it adding four years onto 2 years? Do they stay in GC rather than transfer into one of the other colleges? Is there really a need to offer a 4 year program with all the other 4-year degrees available here at the U?
- It is a part of the total program here at the U and should be continued in the future.
- GC seems to realize there is an audience of people out there who can profit from what the U can offer. The rest of the U might take cues from GC and reach out to this audience and offer things in this palatable way.
- Has an open program, which is good. However, students should be counseled more about job requirements and certification policies prior to their beginning their educational programs in General College. My experience tells me that this is not done adequately.

U of M Faculty
(School of Nursing)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

- Not a good college to be in. It might help to get better information out about General College to those people who know so little about it.

U of M Faculty
(College of Liberal Arts)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

- It seems to be particularly good for minority students. General College needs more financial support from legislature.
- General College is a good idea.
- We need more communication about G.C. It seems people are just not well informed.
- Should be continued and supported.
- Probably does need more selling. The only things I've heard about it have been negative and so if there are some positive features, we should hear about it.
- I personally think it is unnecessary. The U should not be a vocational school. It should be more selective--a D is passing in General College, it's not in CLA.
- I think it serves a useful function, but its usefulness may be outlived because of the recent growth of community colleges.
- G.C. has good courses on writing and literature--some of the best at the U.
- Questions: Does General College degree make one eligible to get a graduate degree? How is the adult special category related to G.C.? It might be well to publicize how or what credits will actually transfer to other colleges at the U.
- I'd like to have G.C. perform a function that isn't performed elsewhere at the University. I do view it as a kind of "catchup" area. I don't care for duplication at the University. I don't think the same subject matter should be taught in the same way in two different colleges. I think G.C. is probably approaching it differently now, though.
- There is not much awareness of it on campus--it should be better known. Maybe a positive article in the Daily would be helpful.
- I was skeptical about them instituting a four-year degree. However, I would like to more about them before making a judgement.
- Think it should be integrated with CLA. The open structure it has should be available to CLA students as well.
- Fairly good. The GC transfers into my unit have made no negative comments about it.
- When students transfer to CLA and don't do well, G.C. gets a bad reputation. 20 years ago there were more transfers to Arts College than now. There is a need for a Twin Cities State College--a low cost, public institution. G.C. serves that function to some extent. Sometimes students will go out state if they can afford it. Perhaps G.C. would do better if it was separated off from the University's general budget. G.C. seems to be becoming a "terminal" education. The students don't transfer into other colleges or institutions.

- A valuable part of the overall program at the University. It certainly should be kept.
- I wish I knew more about it.
- Is General College remedial or a stepping stone? Are people going on to something else or is an end in itself? I know some graduate students who've gone over there to teach. They've done a conscientious job. The instruction seems to be pretty good in G.C.
- Would be good to have more publicity on what G.C. has to offer.
- I'm concerned about how well it's integrated with other programs at the University. Is there enough encouragement of students to take courses out of G.C. if they are capable?
- G.C. serves a very important purpose. It provides opportunities for students that they couldn't have found at outset in other colleges at U. It is easier so they have a second chance to show what they can do. Being we are a State Institution, we should serve the widest spectrum possible. G.C. helps us to do that. All people in the state should have access to the U and G.C. makes that possible.
- I think they need more advertising and information dissemination. They also need to reduce the stigma attached to G.C. students.
- As a state university we have an obligation to provide the type of education that is available in General College.
- Only that I'm wondering why there is not more coordination with CLA. They seem to be so separate--their students stay in their own area--especially in reference to the aging course. CLA courses aren't listed in their catalogs.
- A very worthwhile part of the University.
- The University has tried a number of experimental educational programs from time to time and many might be centered administratively in General College. We are going to be facing more cuts in the future and this might be a possibility.
- Don't know much about General College. Would like to see something on this poll when completed.
- If you have the money, get out a pamphlet similar to the one sent out recently by University College.
- I'm indifferent to it. If we have to eliminate expenses at the U, get rid of it. We don't really need to be in that business. We could use it as a bargaining tool with legislators over the community college system. (We could get rid of it to appease out-state system).
- I consider it a very good and important program. I feel strongly that the University has to open up in a democratic sense and cater to non-elite groups.

- U of M should rethink whether GC type college should be maintained. With the growth in higher education in Minnesota in the last 15 years, the need for the GC in Mpls./St. Paul area may be less great than when GC was first established. IE: Jr. colleges, particularly Minneapolis Community College and Metro State University are capable of doing what GC has done. The U of M is a research institution and it makes it difficult for any unit like GC, which is so dominantly a teaching college. Whether fair or not, the faculty there have trouble with reputation, status, and teaching load. Those students need more time-- it's a draining teaching experience.

I think we should think about whether GC enrollment shouldn't be carefully controlled. In a way it is a drain on the U of M's resources having it here.

- Don't feel they should offer baccalaureate degree when no courses are offered at 5000 level.
- They could do more about letting people know precisely what they have to offer. I only know of three people personally who attended there. Otherwise I would know nothing unless I were to seek out the information.
- It is good to have a point of entry for people who want to go to college and don't have all the training necessary. It is a real opportunity. Some CLA students should be sent back to GC to brush up on their basic skills.
- More information should be given out about GC.

U of M Faculty

(Home Economics)

Answers to Q11 -- Do you have any comments or suggestions about General College that you would like to add?

-- Should have more publications explaining its purpose and more information on the kind of student it seeks to serve.

Non General College Students
(School of Management)

Answers to Question 11 -- Do you have any comments or suggestions about General College that you would like to add?

- It should publicize its programs more.
- For older students, it's a good starter.
- A lot of people go there. Maybe CLA is too hard to get into.
- I don't think it is promoted right.
- Could be used in such a way that there isn't such a step between GC and other colleges. Should be a more integrated process.
- I would have liked to have known about it when I started school. There is a nice variety of classes offered.
- Good place to get started. All students should be aware of the classes offered there.
- Should provide more information about programs offered.
- Too much like a community college within the University.
- It should be made easier to transfer credits from GC to other colleges. Maybe you should consider automatic transfers after a period of time in General College.
- Broaden the things you offer. You already have good courses.
- Need better organization. The programs keep changing.
- Too difficult for transferring classes--doesn't make sense with basic courses.
- More information should be available--publicize better.
- It is important that GC not be discontinued.
- Keep it going. It gives students different alternatives.

Non General College Students

(College of Education)

Answers to Q11. Do you have any comments or suggestions about General College that you would like to add?

- Really a good place to get started, but should move on to other schools.
- Good start for kids out of high school--should be promoted.
- Feel it offers some students a good starting place in their careers.
- I think it's really great, especially for someone who comes in and doesn't know what they want to major in. It gives them a chance to experience a college education, not just academic but other experiences unique to college life. It does train your mind. A technical school is just job oriented. GC offers multi-disciplinary subjects, and that is helpful.
- They do have some courses there that you can't get in your own college. One could incorporate more of your electives from GC so that you could get a different exposure other than what your own college allows.
- I think there should be more information available about GC.
- People should be more aware and more respectful of all the colleges at the U, including General College.
- A lot more people need to be more informed about what it has to offer.
- I think it is good to have it. Lots of people when they first come to the U find it hard--it's so competitive. G.C. gives them confidence. Could get some more degrees. People tend to transfer out after a year. If it had a wider range of degrees, this might not happen.
- It may be OK to go to GC for a year, but it's put down so much that if students are turned down by CLA, they really don't want to go to GC. My friend who goes there said she felt the courses in GC were just as difficult as those in CLA.
- The reputation should be built up in some way. They do have a very practical application, and it must be very important for many students.
- Hope they won't discontinue it. It does a lot for students coming out of school who aren't quite ready for college. Since GC has open admissions, I feel it gives them opportunities that they might not have had otherwise.
- Actually, my experience with it hasn't been that great.
- I think it's a good college. I hope its reputation improves.
- From my point of view, which isn't broad, it's important to help people get motivated for school and get them used to college, in general, so they'll stay in school.
- I went to a junior college, and if the GC program is something like that, I'd say it was serving a useful purpose.

- High school students should be counseled more before college.
- Like everyone else I had an elitest attitude. Some people feel that they can't do well in other parts of the U and tend to ride it out in GC. Not everyone will want to take the four-year degree, and I think they should be allowed to get a 2-year degree without going to vocational school.
- I think GC should be advertised more. The image should be improved. Too many people have a negative opinion of it. It should be considered a functional college at the U. People should be shown what it is. I'd hate to see it disappear. It is very important to some people.
- I'm really not familiar enough with GC. I've only known full-time students. I've had friends in my field of study who have taken classes in GC because they thought they would be easier classes.
- Even if it has open admission, it still could have higher standards. It's too easy. I feel that a lot of my friends in GC just don't take school as seriously as I do. My roommate showed me a paper which she said was the highest in the class, and it was filled with grammatical mistakes. I know they give these students lots of positive strokes, but I feel they should be more realistic, because when they get out in the business world, it would have been more helpful.
- I would personally like to know more about GC. I don't know if it's hushed up on purpose, but maybe there should be some articles in the Daily about it so people could learn more about it.
- Make it a little more like the rest of the colleges in the eyes of the rest of the U. Other students at the U tend to view it as a vocational school.
- Wish that it could get better ratings. I feel it is really bad when people make cutting remarks about GC. Some people need a slower start. The U is hard paced. If you don't have the background, you could go under at the U. The Daily just puts in the bad news about GC.
- When I was first accepted at the U, it was in the General College. I was disappointed with their counseling service. I felt there were not many alternatives or options for their students. I don't feel you should have to take only GC classes if you are willing to put the work in on other classes.
- You have to have a general college because not everyone knows what they want to devote their lives to.
- I've heard a lot of complaints about the credits from GC not transferring to the other colleges at the U.
- It would be good for someone to prepare himself--someone who didn't have good training when younger. They can take classes there and then go on with their education.
- The U should provide an opportunity for everybody.
- I really don't know that much about it--maybe it could be publicized more.
- Could be advertised more.

- I think it's a good program. I wouldn't be in CLA today if it hadn't been for GC.
- Should update their building a little.
- Seems to be organized well. Looks really fine to me.
- Good idea. Sounds like it gives more people a better chance.
- It's beneficial to a certain degree, but I don't know how effective a two-year degree is for job opportunities at this point. Even a 4-year degree isn't effective now, though, I guess!
- People who have started in GC and gone on, would probably not be in college now if it weren't for GC.
- With so many community colleges around, is it really necessary?
- Should change the name. "General" is too general.
- Don't know much about it. CLA is more widely known.
- Keep it around and improve it. Make GC courses more transferrable.
- I just think it's really great. Everything about the U is great, and all the colleges are good.
- It's something that's got to be there. It serves an important function.
- Has a 2 year program that is a lot like the community colleges. It does serve a useful purpose. Having it on campus helps certain students to see that academics aren't so bad, after all, and then they can progress from there.
- Needs more exposure.
- I was thinking of going into radiology after my freshman year in CLA. Now it seems I may have to transfer into GC. How do they decide which college you should be in: Liberal Arts or General College?
- Present or expose it a little more to kids that are already in college.
- It's a good alternative for kids who don't want to go into CLA.
- It should be something that students are made more aware of when starting at the U. Students from other U colleges could be made aware that some classes could be taken into GC before getting into their major.
- I don't know a lot about GC because it is not publicized enough.
- It is good that it's there but it would be better if it didn't have such a poor academic reputation.

- I think it serves a good function. Program at GC is an alternative to the community colleges. People are more likely to get accepted in other colleges at the U after spending a year in General College or community college.
- Way I understand General College, it is a lot like a junior college. It would probably cost less to go to a junior college.

Non General College Students
(Home Economics)

Answers to Q11. Do you have any comments or suggestions about General College that you would like to add?

- I was treated well by the instructor in the class I took in GC.
- They need to work to give it a better image. It's more like a junior college, rather like an alternate form of education at the U.
- It seems like the classes offered by GC look good, but actually they are not specific enough.
- It's a very valuable school. If I had to choose between junior college and GC, I'd take GC. They have a good atmosphere for learning plus you can advance within the University to CLA without changing schools.
- My high school counselor biased me against GC, said it wasn't worth going to.
- Classes are geared to more practical application. There is less theory. This is what some people need.
- I wish they'd apply more learning techniques in other colleges the way they do in GC programmed learning. That really stuck with me. I took a psychology class in G.C. I've never had such a good learning experience.
- Control Data told me credits wouldn't transfer to GC but would in another college. I think that's unfair.
- I'm taking a self-taught math class--I really needed to brush up after twenty or more years out of school. The math class has been a great program for me.
- Information should be promoted because I only know it exists and that's all I know about it.
- It's necessary to upgrade standards so students can be proud of their school. I mean its academic standards.
- Quite a few students are prejudiced against GC. I think they are doing a good job, but I don't know how to improve the image.
- It should be more representative--don't hear much about it the way you do CLA and the others. We should be more informed about GC. I think it's basically a point to start at when you're unsure of a goal.
- I went there and it was a good experience. The teaching approach is good. They emphasize good learning habits. They care more about the students. It's not just pushing through and weeding out. The instructors care about the individual students.
- I'm thinking of transferring into it, to get a general background of courses, and then transfer out after 1 or 2 years into something more specific.
- Would be nice if GC could offer sciences (chemistry, etc.) for those of us who aren't in science programs. Then the courses would be more geared toward our learning.